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ABSTRACT

This document presents a 10-step action plan to guide educators through a review process designed to aid them in the improvement and enhancement of the social studies curriculum for grades K-12. Curriculum review and development are continuous tasks which extend over a span of several years and should be continuous processes. Step 1 involves the organization of a K-12 social studies curriculum committee. In Step 2 the committee produces a needs assessment and an evaluation of the current success in meeting those needs. Step 3 establishes a statement of philosophy within the social studies program. Step 4 involves the development of program goals designed to carry out that philosophy. Steps 5 and 6 identify the sequences of instruction and the range, instructional emphases and course descriptions for various grade level clusters. In step 7, the actual curriculum guides are drawn up. Step 8 involves the selection, development, and evaluation of instructional materials. Step 9 consists of the actual implementation of the program, and step 10 is an evaluation and assessment of student achievement procedures. Six appendices offer models and procedures for implementation of the steps, as well as a policy on teaching controversial issues. (PPB)

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Curriculum Review Handbook for Social Studies Education in Michigan (K-12)

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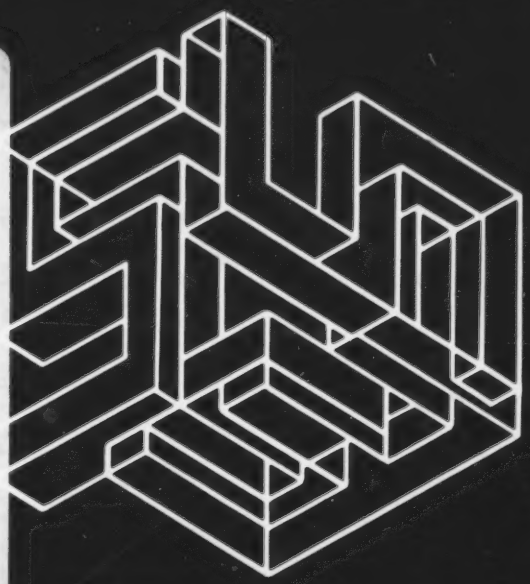

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CURRICULUM REVIEW HANDBOOK FOR SOCIAL STUDIES EDUCATION IN MICHIGAN (K-12)

TABLE OF CONTENTS

		Page
PREFACE		iii
INTRODUCTION		1
ORGANIZING FOR SOCIAL STUDIES CURRICULUM DEVELOPMENT AND REVIEW	(STEP ONE)	2
COURSE OF STUDY DEVELOPMENT: NEEDS ASSESSMENT	(STEP TWO)	3
SOCIAL STUDIES PROGRAM PHILOSOPHY DEVELOPMENT	(STEP THREE)	6
GOALS AND OBJECTIVES	(STEP FOUR)	7
CONSTRUCTING A SOCIAL STUDIES PROGRAM: IDENTIFYING SEQUENCE	(STEP FIVE)	10
RECOMMENDED RANGE AND INSTRUCTIONAL FOCUS FOR A K-12 SOCIAL STUDIES PROGRAM	(STEP SIX)	14
SOCIAL STUDIES CURRICULUM GUIDE DEVELOPMENT	(STEP SEVEN)	36
SELECTION, DEVELOPMENT AND EVALUATION OF INSTRUCTIONAL MATERIALS	(STEP EIGHT)	37
PROGRAM IMPLEMENTATION AND STAFF DEVELOPMENT	(STEP NINE)	38
PROGRAM EVALUATION AND ASSESSMENT OF STUDENT ACHIEVEMENT	(STEP TEN)	39
APPENDICES TITLE PAGE		41
ACKNOWLEDGEMENTS		52

PREFACE

The purpose of this document is to assist Michigan teachers, curriculum specialists, and administrators in their endeavors to improve their K-12 social studies curriculum programs. This Curriculum Review Handbook for Social Studies Education in Michigan (K-12) document is a companion document to the Essential Goals and Objectives for Social Studies Education in Michigan. The Essential Goals . . . document describes in detail appropriate goals and objectives for specific grade configurations.

> It has been generally agreed that social studies programs have for too long been in the doldrums and have been failing to adequately meet the needs of both the students themselves and the society in which they live. . . . In spite of developments on the theoretical level, too often social studies programs go on in a pedestrian way, not only far removed from the realities of the modern world, but failing as well to meet the personal needs of the students.
>
> Yet, problems of a social nature press in upon us from all quarters, and it has become clear that if these problems are to be ameliorated, they are going to require the support of an enlightened citizenry. If there was ever a time when truly vital social studies programs are needed to meet the imperative demands of the times, it is now. And in order to meet the needs in the social studies, it will be necessary to revise programs in a rather drastic way; piecemeal, timid innovations will not do. (Social Studies Education in Michigan: Some Individual Descriptions. Michigan Department of Education, 1971, p. 1.)

Unfortunately, in the minds of many, it is as true today as it was when the above was written that there is a great deal of work which needs to be completed if any appreciable degree of improvement in social studies education is to occur in Michigan or elsewhere.

It is hoped that pre-service teacher educators and those responsible for inservice education which focuses on social studies curriculum development and/or improvement will find this handbook to be useful as they strive to enhance social studies education.

A large number of people from a variety of situations who are interested in sound social studies education have contributed to the development of this document. Given the difficulties which have continued to exist in obtaining financial support for social studies education, it is good that faculty and students from institutions of higher education, curriculum specialists and administrators from school districts, and teachers from all levels of education cooperate in endeavors such as this to enhance social studies education.

September, 1988 Michigan Department of Education

INTRODUCTION

The four questions concerning curriculum development posed by Tyler in his book, Basic Principles of Curriculum and Instruction, have served as a framework for the design of this handbook. Those questions are:

1. What educational purposes should the school seek to attain? (Philosophy - Rationale - Goals and Objectives): Steps 3 and 4
2. How can these educational experiences be effectively organized? (Scope and Sequence): Steps 5 and 6
3. What educational experiences can be provided that are likely to attain these purposes? (Curriculum Guides - Instructional Materials): Steps 7 and 8
4. How can we determine whether these purposes are being attained? (Program Evaluation - Student Assessment): Steps 9 and 10

What follows in this handbook is an attempt to use these questions as a basis for curriculum improvement in the social studies. The recommendations are intended to serve two major purposes. First, the handbook attempts to clarify the process of curriculum planning so schools can move in an efficient manner to implement recommendations presented in the Essential Goals and Objectives for Social Studies Education in Michigan K-12 document. Second, the model presented in this handbook is intended to help teachers and others involved in curriculum improvement better understand how all of the parts fit together.

Educators using this handbook should first become familiar with the document in its entirety by skimming the contents. Educators will notice that the flowchart or model for reviewing curriculum (Appendix A) suggests a pattern for proceeding. The ten-step flowchart illustrates arrows extending in both left-right directions; this graphic emphasizes that you do not necessarily have to start at Step 1 and move through each successive step. The implementation schedule (Appendix B) provides a summary and brief elaboration on all of the steps necessary to complete a curriculum review.

Far too often, the practice in school districts is to establish a cycle for what is erroneously referred to as a systematic review of each curricular area. For example, one frequently hears of districts where social studies curriculum committees function for one or two years for the purpose of reviewing the K-12 social studies program or a particular level, i.e., elementary or middle school level. Unfortunately, the major task of such committees is usually to make recommendations as to which textbooks are to be purchased before limited funds are spent elsewhere.

Curriculum review and development is a continuous task which extends over a span of several years and then the cycle is repeated. If the process and results are to be satisfactory, adequate amounts of time and resources must be made available. Moreover the task is one which requires strong and enlightened leadership along with dedicated and willing workers.

Curriculum review involves establishing a set of desired conditions for a curricular area, gathering data, measuring the variance between expected and actual outcome, and developing and implementing a long range action plan.

STEP ONE:
ORGANIZING FOR SOCIAL STUDIES CURRICULUM DEVELOPMENT AND REVIEW

In many schools, there is an existing general K-12 curriculum council which meets on a regularly scheduled basis to consider curriculum matters such as the addition or elimination of course requirements at the high school level, textbook adoptions, and the establishment of priorities for inservice education activities. Such committees are usually composed of representatives from all school levels, all subject matter areas, school support areas (e.g., counselors, library/media specialists), parents, and students. The curriculum director or a designated administrator usually serves as the chairperson for this "umbrella" curriculum group.

The K-12 social studies curriculum committee referred to in this document should be a separate entity from the curriculum council. The chairperson should be appointed or elected; subcommittees (elementary, middle, high school levels, or grade cluster levels) and/or ad hoc committees can be established. The entire K-12 social studies committee should meet for an extended meeting (full day) at least twice per school year; subcommittees/ad hoc committees should meet as needed/scheduled. Members of the social studies curriculum committee can be replaced each year; however, the committee ought not to be one that exists for only a one or two year period of time every five or six years. It should be a permanent standing committee.

In small school districts it may not be feasible to have K-12 curriculum committees in all subject matter areas. One possible alternative is to establish a cross district committee in respective subject matter areas. Similarly, all too often at the elementary level the same teachers, usually those interested and/or able to give of their time, are assigned to many committees. For better or for worse, it would be well to insure that all teachers accept responsibility for allocating some of their time to curriculum review and improvement projects in one subject area or another.

Curriculum review and development is a continuous process, and success is likely only to the degree that there is continuity and a large degree of "real support" in terms of resources and long range commitments by teachers, administrators, school board members, parents, and other citizens.

It is recommended that administrators, teachers, and others involve board of education members, parents, and other citizens in curriculum matters, thus bringing about better knowledge and understanding by these groups as to the need for a large amount of time and resources for curriculum development and inservice education activities if worthwhile results are to be achieved.

As the curriculum committee proceeds with its work, there should be regular information reports to the board of education, parents, and citizens. Where possible, board members, parents, and citizens should be encouraged to attend some of the planning/working meetings (Appendix B).

STEP TWO:
COURSE OF STUDY DEVELOPMENT:
NEEDS ASSESSMENT

The Essential Goals and Objectives for Social Studies Education in Michigan, K-12 document includes recommendations for Michigan educators and appropriate others to follow as they work to enhance social studies education in their schools. The suggestions are intended to serve as a guide for the development and/or revision of their course of study, which includes a local district social studies philosophy statement, a sequence listing, scope statements/course descriptions, and curriculum guides.

The curriculum review process may be facilitated through a course of study development process (Appendix C). Basic to all curriculum development and course of study review efforts is an assessment of present conditions and goals. This appraisal tends to give developmental activities a sense of purpose. Several techniques may be used to assess the present conditions and educational goals of a district. The needs assessment represents but one of these techniques.

A needs assessment represents a comprehensive inquiry into the educational status of a school district. It is an activity designed to establish goals and priorities for a school district. A needs assessment involves the systematic collection and use of data to identify educational needs and to determine to what degree the school district is implementing its stated philosophy of education and to what degree goals are being met by existing educational programs.

School districts are urged to develop a time schedule for the needs assessment study which may be conducted over five, ten, or more years.

One of the first tasks of a social studies curriculum committee is to conduct a needs survey for the purpose of determining the existing state of affairs in regard to social studies education in the school district.

Questions which need to be answered include the following:

1. Is there a prescribed course of study for social studies? (See Appendix C.)

2. If the answer to #1 is yes, what are the details concerning it, to what degree is it being adhered to; is it consistent with current and sound educational thought; are revisions needed, and, if so, what revisions (e.g. Philosophy, Goals, Range and Instructional Focus).

3. How much attention is being given by teachers to social studies? Some, little, a large amount?

4. What is the range and instructional focus in social studies at various grade levels (K-7) and in various social studies secondary level (8-12) courses? What topics and content is being emphasized in respective social studies classrooms?

5. What types of learning experiences are being provided for students in social studies classrooms?

6. What types of resources are being used in the instructional process?

7. What is the state of affairs in regard to textbooks and/or other instructional materials available and used in social studies classrooms?

8. What is the state of affairs in regard to the participation of social studies teachers in professional growth and development activities (quantity and quality)?

9. What types of inservice education which focuses on social studies curriculum and instructional program improvement (in general and specific to social studies) are provided by the district?

10. What is the status of assessment of student achievement in the district?

11. Other factors which may need to be considered include:

    - Teacher behavior
    - Student attitudes towards learning social studies, and what is occurring in the classroom
    - Classroom environment

The steering committee and one or two members should have the responsibility for compiling and analyzing survey results and preparing a summary report for discussion by the entire steering committee. The report might well include recommendations which could serve as the basis for a proposed action plan.

Other tasks for the entire committee include:

1) consideration of survey results and the recommendations of the steering committee,

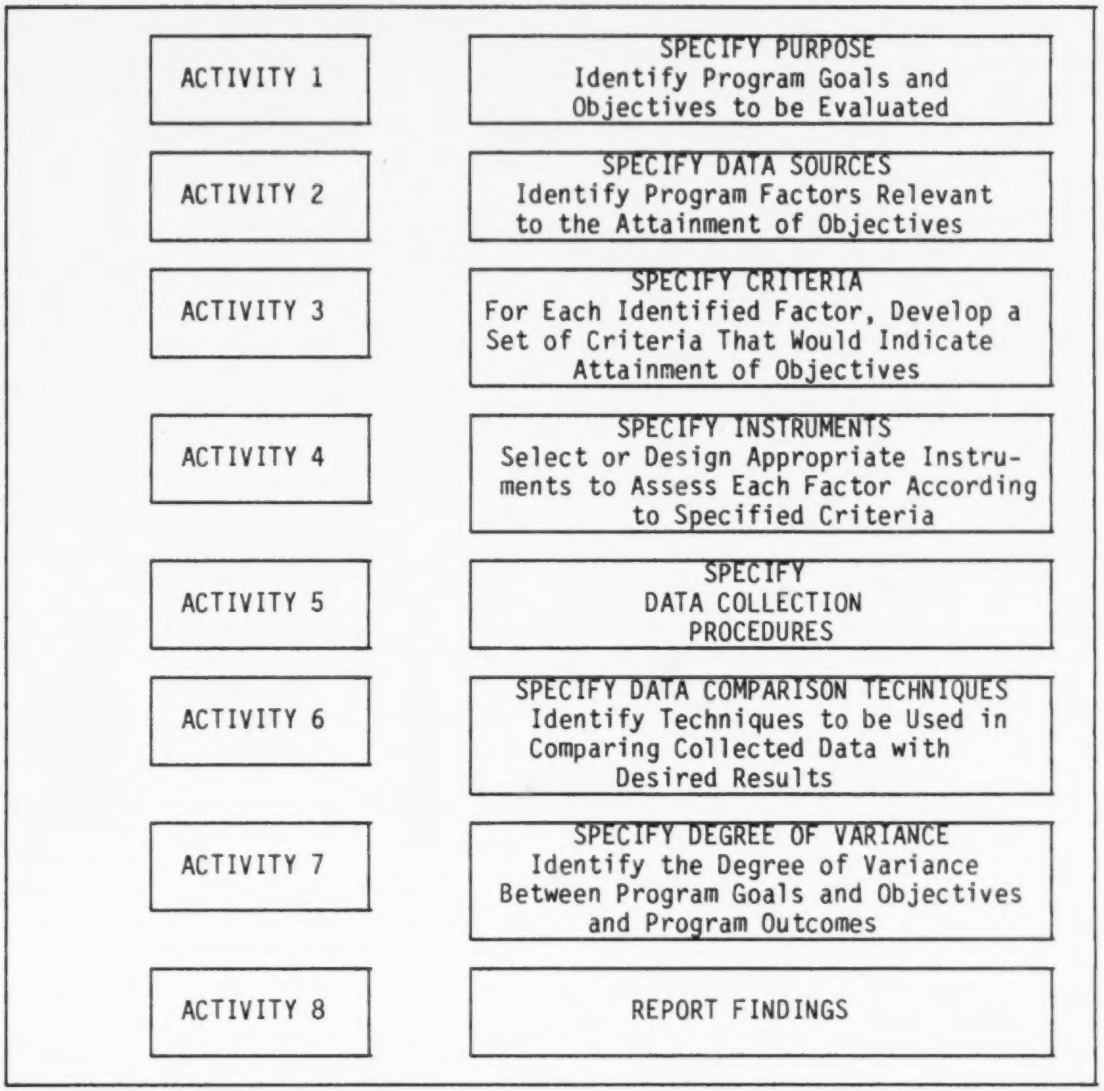
2) review of pertinent information from various sources in regard to what should be occurring in social studies classrooms,

3) participation in the development of a long range action plan,

4) determination of priorities and short range tasks which need to be completed, and

5) assignment to each committee member responsibility for working on specific ad hoc working committees and if needed, accepting leadership responsibilities.

PROGRAM EVALUATION PROCESS MODEL*


ACTIVITY 1
SPECIFY PURPOSE
Identify Program Goals and Objectives to be Evaluated
ACTIVITY 2
SPECIFY DATA SOURCES
Identify Program Factors Relevant to the Attainment of Objectives
ACTIVITY 3
SPECIFY CRITERIA
For Each Identified Factor, Develop a Set of Criteria That Would Indicate Attainment of Objectives
ACTIVITY 4
SPECIFY INSTRUMENTS
Select or Design Appropriate Instruments to Assess Each Factor According to Specified Criteria
ACTIVITY 5
SPECIFY DATA COLLECTION PROCEDURES
ACTIVITY 6
SPECIFY DATA COMPARISON TECHNIQUES
Identify Techniques to be Used in Comparing Collected Data with Desired Results
ACTIVITY 7
SPECIFY DEGREE OF VARIANCE
Identify the Degree of Variance Between Program Goals and Objectives and Program Outcomes
ACTIVITY 8
REPORT FINDINGS

*The social studies committee might consider adapting and using either "A Sample Survey Form for Use in Evaluating Secondary Social Studies Programs" or "A Form for Evaluating Elementary Social Studies Programs" as an instrument for gathering data. Both are available upon request from the Michigan Department of Education's Social Studies and International Education Specialist's office.

STEP THREE:
SOCIAL STUDIES PROGRAM
PHILOSOPHY DEVELOPMENT

A philosophy is essential to course of study review and development. By bringing together the curricular organization, instructional procedures, learning roles, resource selection, and other components of school planning, the philosophy provides direction for decision making in a school district. The statement of philosophy for each program of study taught within a district should be consistent with the district and building philosophies.

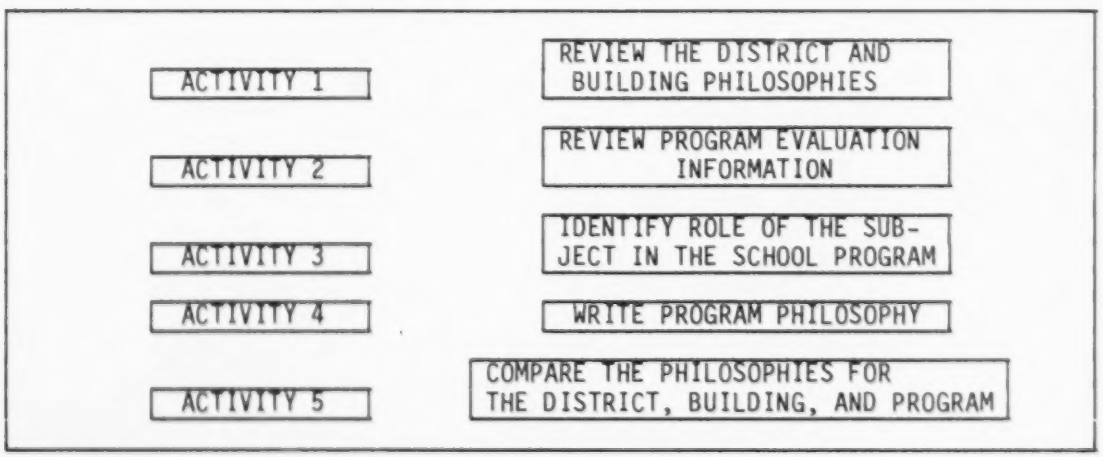
The process of developing a philosophy is a vital first step in the process of course of study review and development. The program philosophy states the rationale for including a particular subject in the school curriculum. This may be described either in the form of beliefs about what students need or what a subject can contribute toward fulfilling the general purposes of formal education. Those charged with this activity have an enormous responsibility to articulate their positions in a clear, concise, and forthright manner. Without clearly stated reasons for a subject's inclusion as an important part of the total curriculum, the philosophy statement fails to give direction to the program of study.

In developing these philosophical statements for programs, those involved in the process should consider, among others, questions such as:

- What is the purpose of the program?
- What can this program do better than any otner curricular program?
- Should the activities of this program stress cooperation, competition, or both?
- Should curricular programs deal with controversial issues, or only those ideas for which there is established knowledge?
- Should attitudes, basic skills, problem solving strategies, be taught?
- Should the curriculum be based on the needs of the local community, society in general, expressed needs of students?

The model below suggests that the formulation of a program philosophy consists of five activities.

PROGRAM PHILOSOPHY PROCESS MODEL


ACTIVITY 1
REVIEW THE DISTRICT AND BUILDING PHILOSOPHIES
ACTIVITY 2
REVIEW PROGRAM EVALUATION INFORMATION
ACTIVITY 3
IDENTIFY ROLE OF THE SUB-JECT IN THE SCHOOL PROGRAM
ACTIVITY 4
WRITE PROGRAM PHILOSOPHY
ACTIVITY 5
COMPARE THE PHILOSOPHIES FOR THE DISTRICT, BUILDING, AND PROGRAM

*See Appendix E for Model Social Studies Program Philosophy.

STEP FOUR:
SOCIAL STUDIES PROGRAM GOALS
AND OBJECTIVES DEVELOPMENT

Program goals are broad, general statements of desired outcomes for a subject area. In this sense, they represent an intermediate step in the process of translating program philosophy into specific objectives. Program philosophy, which is primarily a rationale for the subject area, states why the program is an essential part of the total curriculum. Program goals define the overall nature and content of the subject area, establishing the broad dimensions of what is expected as program outcomes. Program goals are an important component of the course of study because:

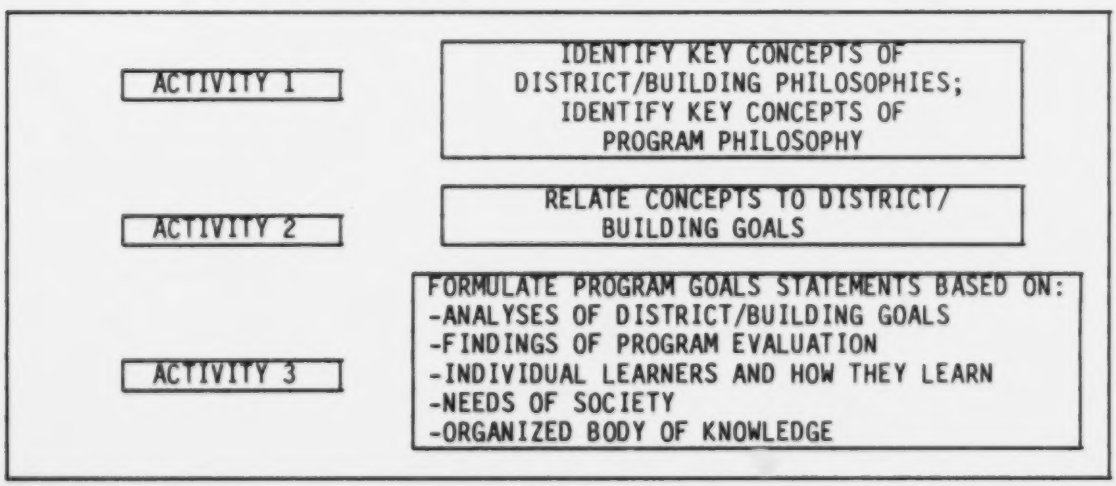
- they communicate the nature and content of the subject area program to students, parents, teachers, administrators, and other publics;
- they give shape and direction to the program by identifying the knowledge, skills, and judgments the students will be expected to demonstrate at the end of the program; and
- they provide a cohesive framework for instruction and help to avoid fragmentation.

Developing Program Goals

Formulation of program goals should be preceded by a careful, thorough consideration of (1) individual learners and how they learn, (2) society and its forces, and (3) the organization of knowledge in the subject area. Validation of program goals should be continuous, based on data obtained from a study of students, the needs of society, and current trends in the subject areas.

A suggested process for program goal formulation consists of three major activities. These activities and their logical progression in the formulation process are outlined below.

PROGRAM PHILOSOPHY PROCESS MODEL


ACTIVITY 1
IDENTIFY KEY CONCEPTS OF DISTRICT/BUILDING PHILOSOPHIES; IDENTIFY KEY CONCEPTS OF PROGRAM PHILOSOPHY
ACTIVITY 2
RELATE CONCEPTS TO DISTRICT/ BUILDING GOALS
ACTIVITY 3
FORMULATE PROGRAM GOALS STATEMENTS BASED ON:
-ANALYSES OF DISTRICT/BUILDING GOALS
-FINDINGS OF PROGRAM EVALUATION
-INDIVIDUAL LEARNERS AND HOW THEY LEARN
-NEEDS OF SOCIETY
-ORGANIZED BODY OF KNOWLEDGE

Objectives are statements of changes which take place in students as a result of instruction. Objectives should be specific to the extent that they give purpose and direction to instruction in each classroom, at each grade level. Objectives should be a reflection of both content and behavior. Objectives should be stated in such a way that one has a clear understanding as to what the learner is to be like or what the learner will be able to do when the objective has been attained.

The Michigan State Board of Education has written its goals and objectives in categories of: knowledge, democratic values, and skills. This may be a helpful format for districts to follow when they develop their district goals and objectives.

Districts should feel free to adopt or adapt the goals and objectives that the Michigan State Board of Education has recommended in the Essential Goals and Objectives for Social Studies Education in Michigan K-12 document, in conjunction with a review of their own curricular offerings and instruction.

RECOMMENDED SOCIAL STUDIES GOALS

In conjunction with home, community, and other supportive influences, Michigan education has the responsibility for providing experiences and opportunities for students that will enable them to achieve optimum personal growth. As a result, each student should -*

KNOWLEDGE GOALS

1. Understand the rights and responsibilities of democratic citizenship.
2. Understand the role and function of law in a democratic society.
3. Understand persistent global issues.
4. Understand diverse human cultures, customs, beliefs, and value systems.
5. Understand the history and present state of their own and other cultures.
6. Understand basic economics and economic systems.
7. Understand how to be an effective producer and consumer of goods and services.
8. Understand geographic principles/concepts including relationships between people and the physical environment and the significance of place, location, region, interaction, and diffusion.
9. Know the main structure and functions of government.
10. Understand the organization of human societies.
11. Understand the relationships between individuals and groups.
12. Understand the psychology of human behavior.

*Excerpt from The Common Goals of Michigan Education, 1980

DEMOCRATIC VALUES GOALS

1. Develop awareness and concern for the rights and well-being of others.

2. Develop a positive self-concept, which includes an awareness of one's own self worth, values, ethnic background, and culture.

3. Develop an understanding of the values, ethnic background, and cultures of people from a variety of racial/ethnic/cultural groups.

4. Develop a reasoned commitment to the principles and values which sustain a democracy.

5. Develop a commitment to participate in society and governments both as an individual and as a member of a group.

SKILLS GOALS

1. Gather, interpret, analyze, summarize, synthesize, and evaluate information.

2. Make decisions.

3. Develop the skills necessary for participation in society and government both as an individual and as a member of a group.

4. Develop reading/study skills.

5. Develop map and globe skills.

SOCIAL PARTICIPATION GOALS

1. Recognize that many issues require individual and group action.

2. Recognize that individual civic action is important.

3. Develop the commitment to participate in community and civic improvement.

4. Participate in government.

STEP FIVE:
CONSTRUCTING A K-12 SOCIAL STUDIES PROGRAM:
IDENTIFYING SEQUENCE

The social studies curriculum offered in a school district should reflect a logical and consistent approach to curriculum and instructional program development and improvement. Historically, the focus of most K-12 social studies curriculum programs reflects the "expanding environment" for grades K-6 and the "contracting environment" for the secondary schools (7-12).

Obviously, for a variety of reasons a district might prefer, with good and sound reasons, to have the emphasis in their social studies programs at grade levels other than those listed on the following pages. They might also choose to have a larger number of social studies offerings than what is indicated in the following pages.

The range and instructional focus in this document reflects recommendations included in the Michigan State Board of Education's Better Education for Michigan Citizens: A Blueprint for Action. It also addresses: (1) recommendations included in earlier approved State Board of Education documents (e.g., Multicultural Education Policy/Position Statements, Global Education Guidelines, Environmental Education Guidelines, Consumer Economics Education Guidelines), and (2) legislative mandates in regard to civics/government and Michigan studies. Within this document special attention is also given to the area of law-related education.

As Michigan school districts review and revise where needed their social studies programs, appropriate attention should be given to state statutes and State Board of Education recommendations in regard to social studies education.

For example, in regard to multicultural education, attention should be given to the notion that the confluence of many cultures has been characteristic of American life throughout our history. The great variety of cultures has been a powerful influence in structuring our social system, enriching our national heritage, and creating some of our most critical problems. The social studies curriculum should, wherever relevant, stress the contributions of individuals from many groups to our national development.

The social studies curriculum and instructional program at any level -- elementary, middle/junior, senior -- should reflect the entire K-12 continuum. A sound program is one which is characterized by something more than "token attention" to the matter of vertical and horizontal curriculum articulation and integration.

In particular, when decisions are being made as to instructional emphasis, serious and careful attention should be given to the soundness of what is being proposed in regard to the developmental level of students and the immediate relevance of the curriculum and instruction in the lives of the learners. The evidence, as reported in survey after survey, continues to support the thesis that as students progress from one grade to another, too

many of them develop stronger feelings of boredom and dislike for what goes on in social studies classrooms. (See reports such as those by Goodlad[1] and Sizer.[2])

As local school district administrators, board members, and teachers review and revise as needed their social studies curriculum and instructional programs, students, parents, and appropriate other citizens should have real and meaningful involvement in the process in the initial stages of the project as well as the usual "after the fact reporting."

As described in A Philosophy and Rationale for Social Studies Education in Michigan,[3] the social studies program should include suggested courses and opportunities for all students to complete a specified number of hours in volunteer types of community service activities. (See Recommendation included in Boyer Report.[4])

There is also a need for districts to include within their secondary offerings the opportunity for all students at the twelfth grade level to select from various course offerings such as those listed on page 13.

Consistent with various current reports, state statutes, and State Board of Education recommendations, range and instructional focus recommendations on pages 12-13 include: (1) an emphasis on geography, and the development of appropriate geographic skills by students and (2) an emphasis and particular attention to the concept of global interdependence and related issues.

---

[1]Goodlad, John I. A Place Called School. McGraw-Hill Book Company, N.Y., 1983, pp. 210-213.

[2]Sizer, Theodore. Horace's Compromise - The Dilemma of the American High School. Houghton Mifflin Company, Boston, 1984, pp. 27-30, 53-58.

[3]Essential Goals and Objectives for Social Studies Education in Michigan (K-12), 1987.

[4]Boyer, Ernest L. High School, A Report on Secondary Education in America. Harper and Row, N.Y. 1983, pp. 100-106.

SUGGESTED RANGE AND INSTRUCTIONAL FOCUS FOR A K-12 SOCIAL STUDIES PROGRAM

The sequence of topics and courses suggested below are consistent with widely accepted criteria that promote effective social studies education programs. While local school districts may decide to alter the sequence and suggested topics in order to meet their needs, high quality social studies programs should reflect the content and topics recommended in this model.

GRADES K-3*

MYSELF AND OTHERS

SCHOOL AND FAMILY

NEIGHBORHOODS

COMMUNITIES: URBAN, SUBURBAN, AND RURAL

GRADES 4-6*

MICHIGAN STUDIES

WESTERN HEMISPHERE STUDIES: THE UNITED STATES AND CANADA

WESTERN HEMISPHERE STUDIES: MEXICO, CENTRAL AND SOUTH AMERICA

GRADES 7-9*

EASTERN HEMISPHERE STUDIES: ASIA, AFRICA, EUROPE, AND THE MIDDLE EAST

UNITED STATES HISTORY AND MICHIGAN STUDIES:
EXPLORATION - CIVIL WAR

PRACTICAL LAW (1 SEMESTER)
CONSUMER ECONOMICS (1 SEMESTER)

GRADES 10-12*

UNITED STATES HISTORY AND MICHIGAN STUDIES:
RECONSTRUCTION - PRESENT

CIVICS/GOVERNMENT (1 SEMESTER)
GLOBAL/MODERN WORLD STUDIES (1 SEMESTER)

*At each grade cluster, attention should be given to the concept of cultural pluralism so as to increase accurate and positive portrayal of the multicultural nature of American society and of the world.

GRADE 10-12 POSSIBLE ELECTIVE OFFERINGS:

ANTHROPOLOGY

COMMUNITY STUDY

ECONOMICS

ENVIRONMENTAL STUDIES

ETHNIC STUDIES

WORLD GEOGRAPHY

HISTORY (STATE & WORLD)

HUMANITIES (COURSE)

INTRODUCTION TO THE SOCIAL SCIENCES

LEADERSHIP SEMINAR

POLITICAL SCIENCE

PSYCHOLOGY

SOCIAL PROBLEMS

SOCIOLOGY

URBAN STUDIES

WOMEN'S STUDIES

SUGGESTIONS FOR DISTRICTS TO CONSIDER AS THEY MAKE RANGE AND INSTRUCTIONAL EMPHASIS DECISIONS

1. APPROPRIATE ATTENTION SHOULD BE GIVEN TO SOCIAL PARTICIPATION ACTIVITIES IN WHICH STUDENTS CAN APPLY SOCIAL STUDIES CONTENT WITHIN THE CLASSROOM, THE SCHOOL AND COMMUNITY.

2. BASIC GEOGRAPHY SKILLS SHOULD BE INTRODUCED, DEVELOPED, AND REINFORCED AS APPROPRIATE AT ALL LEVELS.

3. APPROPRIATE ATTENTION SHOULD BE GIVEN AT ALL LEVELS TO THE CONCEPT OF GLOBAL INTERDEPENDENCE AND ISSUES/TOPICS SUCH AS:

FOOD

HEALTH

POPULATION

WAR, PEACE, AND ARMAMENTS

ENVIRONMENT

THE ROLE OF RELIGIONS IN THE HISTORY OF THE UNITED STATES

RACE AND ETHNICITY

RIGHTS AND RESPONSIBILITIES

RELIGIOUS ISSUES

PHYSICAL GEOGRAPHY

INTERNATIONAL MONETARY AND TRADE RELATIONS

LANGUAGE

ARTS AND CULTURE

ENERGY

POVERTY

RELATIONS AMONG NATIONS/STATES

4. APPROPRIATE ATTENTION SHOULD BE GIVEN AT ALL LEVELS TO BOTH CONTEMPORARY AND ANCIENT HISTORY OF EACH GEOGRAPHIC REGION UNDER STUDY. ATTENTION SHOULD ALSO BE GIVEN TO CONTRIBUTIONS OF EARLIER CIVILIZATION TO MODERN HISTORY AND CULTURAL TRADITIONS.

STEP SIX:
RECOMMENDED RANGE AND INSTRUCTIONAL FOCUS FOR A K-12 SOCIAL STUDIES PROGRAM: RANGE STATEMENTS/ COURSE DESCRIPTIONS

The instructional emphasis in social studies education in grades K-7 should be on providing experiences for students that would enable them to acquire knowledge and understanding in regard to the social sciences, develop skills, and learn to participate in a responsible way as citizens in a democratic society.

At all levels, instruction which is appropriate for particular age groups should help students acquire knowledge and understanding in regard to the rights and responsibilities of citizenship, the role and function of law in a democracy, global issues and topics (including the concept of interdependence), sociology, anthropology, psychology, history, economics and consumer economics, geographic principles and concepts, and government.

Learning activities should be provided in all social studies classrooms which would help students develop an awareness and concern for the rights and well-being of others; an awareness of their own self worth, values, ethnic background, and culture; an understanding of the values, ethnic background, and cultures of people from a variety of racial/ethnic/cultural groups; a reasoned commitment to participate in society and governments both as an individual and as a member of a group.

Significant amounts of instructional time should be directed towards helping students develop skills which would help them become effective citizens (e.g., speaking, listening, reading, writing, thinking; study; map/globe; decision-making; and skill in gathering, interpreting, analyzing, summarizing, synthesizing, and evaluating information).

Finally, learning activities should be provided for students which would help them: recognize that many issues require individual and group action and individual civic action is important; develop a commitment to participate in community and civic improvement and to participate in government.

It is recommended that the range and instructional emphasis in grades K-3 should be:

MYSELF AND OTHERS

Instruction at this level should center on the students' understanding of themselves and their relationship to others. The development of a positive self concept and skills in working with others should be a major emphasis. Activities designed to promote interaction and cooperation with others should provide a basis for future academic and social growth.

Readiness/introductory types of learning experiences appropriate for this age group should be provided to help students learn and be able to recite their names, addresses, birthdates, telephone numbers, and the names of days, months, and seasons. The ability to identify traffic signs and signals should be emphasized; children should also take part in activities that would enhance their ability in ways such as being able to identify traffic signs

and signals, distinguish between up/down, left/right, north/south/east/west, as well as land and water.

Learning activities should be designed to help students begin to get a sense of how people are similar and different in terms of needs, feelings, likes, and dislikes. Roles within the family and school personnel should be explored, emphasis should be placed on learning rules and their value for providing safety and equal treatment for all students. In addition, children should learn about holidays, seasons, and weather. An appreciation and respect for living things should be emphasized throughout the year.

Learning about democratic values should be provided in activities designed to help children develop an appreciation for the rights of others as well as their own personal rights. Social responsibility should be enhanced through participation in cooperative projects and classroom tasks.

Readiness types of learning experiences, appropriate for this age level, should be provided which would serve as the foundation for skills development in succeeding years. In particular, social skills should be developed in sharing, listening, and demonstrating good manners.

Walking trips and visits to different areas of the school and its environs and visitors to the classroom should provide students with opportunities and experiences that would help them begin to perceive their roles in relation to larger groups.

Emphasis should also be placed on knowing their school building, the surrounding grounds, and those who keep the school functioning. Students should develop an understanding and knowledge of rules that are needed for safety and order. They should also learn about the variety of cultures that are represented in their classroom. Also, students should begin developing a historical perspective and understanding by being involved in activities centered around holidays and significant events as they occur during the year.

During their study of family and school, significant time should be spent on developing an understanding of ways to solve problems and resolve conflicts. Cooperative ways of solving problems should be practiced to demonstrate how positive results can be achieved. In addition, children should experience responsibility and citizenship by sharing tasks for the benefit of the group. Positive conduct and cooperation should be reinforced.

Students should learn to distinguish between land forms and bodies of water on a globe or map. Given a map of their school, the students should locate and identify points of reference, direction, and the relative location of specific places. In addition, major emphasis should be given to developing a social studies vocabulary and using context to gain understanding from written and pictorial materials.

SCHOOL AND FAMILY

The social studies curriculum at this level should introduce students to the concepts of school and family and their role within these groups. Students should learn to identify the relationship between individuals in these groups and to distinguish between leaders, followers, and authority figures.

Important people from the school might come into the classroom to explain their role in the school community. Parents could come to classrooms and discuss their various vocations to help children develop an awareness of the varied backgrounds from which their classmates come.

Children should share in responsibilities to validate the importance of participation. They should also be encouraged to present interesting information about themselves and their families in show-and-tell type activities.

NEIGHBORHOODS

The social studies curriculum at this level should center on Neighborhoods. Students should take part in activities designed to give them an understanding of the various roles individuals play in the day-to-day life of a neighborhood and different types of neighborhoods.

A study of life in the neighborhood should be introduced through the people who provide services such as: protection, health, food, communication, and transportation. In connection with the study of the neighborhood, introductory learning activities, appropriate for this age level, should be provided which would serve as a basis for students to acquire understanding in terms of: geographic concepts such as size, shape, distance, directions, and physical features; and concepts in the area of history and geography such as change and continuity, cause and effect, chronology. Students might also take part in activities that would enhance their understanding of their rights and responsibilities as citizens in their classroom, school, and neighborhoods, and to begin to develop an understanding of the inter-dependence of the neighborhood.

Activities involving the senses should be used to help children develop an awareness and appreciation for cultural similarities and differences (e.g., ethnic, racial, age, gender, socioeconomic). Projects in which all students participate should be implemented to allow students to begin developing a commitment to the principles and values which support a democracy and to participate in community support types of activities.

Using social studies content and school and neighborhood as a framework for study, learning activities should be provided which would enable students to enhance their skills in reading, writing, speaking, listening, thinking, and decision-making. For example, using the idea of "once upon a time" and "many years ago," stories about their neighborhood should be told, read, written, presented. Introductory level activities should focus on development of skills in using maps and globes.

Students should be encouraged to accept responsibilities in their classroom and school which would help them develop a commitment and understanding of civic responsibility.

COMMUNITIES: URBAN, SUBURBAN, AND RURAL

The social studies curriculum at this level should introduce students to the concept of communities. Their community would serve as the framework for learning about concepts and content from the social sciences which are appropriate for this age level.

An in-depth study of the local community in which the children live should be the major content focus. Primary study should center on community services, occupations, and technology that enable the community to exist. People and groups within the local community and other communities which are similar and different in nature should be studied to bring about an understanding of the interdependence of people in the world and respect for various cultures.

Students should learn to distinguish among different types of communities--rural, urban, and suburban. Emphasis should be placed on geography as a major contributing factor to community development. Ultimately, students should gradually be able to identify and understand changes which have occurred and are occurring in their communities; causes and consequences of changes; and action which people may take to foster desirable change and control undesirable change.

Students should practice interpreting various types of community maps. They also should improve their ability to work with social studies information by collecting historical, economic, political, and sociological data about various communities. They should learn to organize and interpret the information orally and in writing. Students should be expected to improve in their ability to construct and interpret charts, tables, and graphs; they should also improve discussion skills by exchanging ideas with their classmates about current issues affecting various communities.

In their study of communities, students should become aware of the differing roles played by community members. They should expand their understanding of democratic values while being introduced to various community governments. Through perusal of selected high-interest cases, students should learn to think critically about fairness and the relationship between responsible citizenship and the role of law in the community.

Students should expand their scope of social participation by becoming involved in local community affairs. They should visit local community places, such as city hall, water treatment plant, and businesses. Community leaders should be invited to visit the school to introduce students to community roles, and to discuss current issues affecting the local community.

It is recommended that the range and instructional emphasis in grades 4-6 should be:

MICHIGAN STUDIES

The social studies curriculum at this level should introduce students to the concept of region defined as an area of the earth designated for a specific reason. Emphasis should be placed on the study of Michigan as a region itself and as part of the Great Lakes Region. Ties of Michigan to other regions of the United States and the world should be studied.

Students should learn characteristics that can define a region. They should also learn various ways that the world can be divided into regions. They should be introduced to major regions, both natural and cultural. For example, climatic or landform regions would be categorized as natural, while

political, economic, or social regions would be classified as cultural. Their attention should then be focused on Michigan because it is the region in which they live. Emphasis should be placed on the geography and history of the state. Students should also learn about the state's economy, government, and social makeup. In addition, they should explore what Michigan has in common with other Great Lakes states and compare the Great Lakes region with other regions of the United States. As a result, students should gradually discover the interdependence between Michigan and other regions.

In their study of Michigan and other regions, students should consider the benefits of cultural diversity. They should also expand their understanding of democratic values while being introduced to the state's legal system. Students should be taught to think critically about fairness and the relationship between responsible citizenship and the rule of law.

Students should practice interpreting various types of Michigan maps and extend their map skills to other regions. They should also improve their ability to work with social studies information by collecting historical, economic, political, and sociological data about Michigan and other regions. While working with Michigan and regional social data, students should expand their ability to construct and interpret charts, tables, and graphs. Students should also improve their discussion skills by exchanging ideas with their classmates about current political and legal issues of importance to citizens. Learning activities should be provided which emphasize decision-making and study skills as well as reading, writing, speaking, listening, and thinking skill development.

Students should expand their scope of social participation by becoming actively involved in the public affairs of their state. They could communicate with policy makers and try to influence their positions on current issues. They could visit prominent Michigan institutions such as courts, government offices, or businesses. They could develop an awareness of political campaigns and exchange views with Michigan public officials, civil servants, and other leaders who are invited to visit their school. As part of the statewide Michigan Week celebration in May, students could plan and conduct a special project about some aspect of their Michigan studies.

WESTERN HEMISPHERE STUDIES: THE UNITED STATES AND CANADA

In this study of the Western Hemisphere, the emphasis should be on the development of the United States. The variety of geographical regions should be a major program element, with minor emphasis on Canada. The students should become acquainted with the contributions and achievements of people from a variety of racial, cultural, and ethnic backgrounds.

During the study of the United States, the students should be introduced historically to the various multi-cultural groups comprising the American society and their contributions to its development. Students should learn about the noteworthy women and men who symbolize various strands of the American heritage. Examples of cooperation and conflict among Americans should be examined. The diversity of the geographical regions of the United States should also be studied. Students should receive instruction in civics, government, basic law, global issues and interdependence, consumer

economics, economics, sociology, and psychology as they relate to the United States.

Students should develop an awareness and concern for the rights and well-being of others, a positive self-concept, and a reasoned commitment to the values of the American society.

Class activities should place an emphasis on social studies skills such as reading and vocabulary. Interpretation skills using charts, graphs, maps, and globes should also be stressed. Finally, reasoning skills such as drawing inferences, explaining events, using details to support general claims, and weighing conflicting interpretations of various events should be a major part of the fifth grade curriculum.

Students should be given an opportunity to participate within the group as constructive members and as decision-making individuals through cooperative learning, role playing, school service groups, and interaction with community members. These activities should take place within both the classroom and/or community setting. Students should be exposed to various levels of government such as student, local, state, and national.

WESTERN HEMISPHERE STUDIES: MEXICO, CENTRAL AND SOUTH AMERICA

In this study of the Western Hemisphere, the emphasis should be on Mexico, Central and South America. The students should become acquainted with the relationship between humans and the natural environment, the interdependency between Latin America and the United States, and the multicultural nature of our society.

During this study of Latin America, suggested units of study should include instruction on: civics and government, law, geography, history, global issues and interdependence, consumer economics/economics, sociology, and psychology. Students should also study the beliefs, attitudes, and problems brought about by changes in governments, economics, social institutions, and technological developments.

Students should also develop an understanding of the origins of democratic values. They should consider conflicts from early history involving such values as human life, property, individual liberty, authority, equality, loyalty, and diversity.

Geographical skills should be particularly emphasized in this course. These include reading different kinds of maps, plotting and locating information on maps, and constructing maps. Basic geographical concepts would include latitude, longitude, boundary, topography, climate, natural resources, and habitat. Students should learn how to locate, classify, interpret, and communicate historical data.

Students should be expected to gain an understanding of how social studies plays an important role in their lives, classrooms and schools. Students could be exposed to foreign exchange students and people who have visited the countries being studied. Classrooms could promote social participation by

gathering information through observing, interviewing, surveying, and community service.

It is recommended that the range and instructional emphasis in grades 7-9 should be:

EASTERN HEMISPHERE STUDIES:
ASIA, AFRICA, EUROPE, AND THE MIDDLE EAST

The social studies curriculum at this level should provide students with knowledge and understanding about the Eastern Hemisphere as well as an understanding of how changing events, processes, and needs are interconnected on a world-wide basis. Case studies of different cultures should expand upon the idea of similarities and differences between people, with a focus on changing patterns of life brought about by changes in governments, economics, social institutions, and technology. Suggested units of study should include instruction on: civics and government, law, geography, history, global issues and interdependencies, consumer economics/economics, sociology, and psychology.

The focus of study at this level should be on Asia, Africa, Europe, and the Middle East. Discussion of major global issues such as economic development, population growth, environmental impact, and international trade should be a major aspect of the curriculum.

Students should learn basic geographic knowledge about the Eastern Hemisphere, including major physical features, cultural and economic patterns, and political regions. In addition, students should learn major concepts associated with population growth and population pressure, environmental problems, economic development, and world trade. Through case studies, students should continue to increase their knowledge of diverse human cultures and be able to generalize about major world patterns and global interrelationships.

Students should continue to identify and clarify their own strengths, limitations, values, and beliefs and to compare and contrast them with those of other cultures. In addition, students should identify different value perspectives associated with such global issues as population growth, environmental impact, and economic development. Students should also begin to identify their own values with respect to such issues as racism, ethnocentrism, and international conflict and cooperation.

The curriculum should focus on developing skills to gather, interpret, analyze, summarize, synthesize, and evaluate information. Maps, charts, and tables should be used in addition to activities which focus on reading and study skills to help students develop the ability to use a range of primary and secondary sources of information. Geographic skills should be emphasized, including using the atlas and reading different kinds of maps, plotting and locating information on maps, and constructing maps. The curriculum should also help students learn to look at current issues and events in a global context. Students should work to identify the

significance of the event's location, historic and geographic causes, and the consequences of the event for a particular area and for other areas.

Students should expand the scope of their participation with respect to the global aspects of issues which affect Michigan. One aspect of social participation should be a greater concern with reading newspapers and weekly news magazines, and developing positions on global issues.

UNITED STATES HISTORY AND MICHIGAN STUDIES: EXPLORATION - CIVIL WAR

The purpose of study in the area of social studies at this level is to increase students' knowledge of historical events and ideas, develop historical insights, deepen their understanding of the American heritage and its commitment to core democratic values, and sharpen their skills in processing and evaluating information. This knowledge, the related values, and the analytical skills are necessary in understanding historical cause and effect and in making decisions and acting upon current issues.

The content of the course should begin with pre-exploration and continue through the Civil War. Units of study for the course might be organized chronologically or thematically. A sample of unit titles might include Native Americans, European Settlements in the New World, the Colonial Era, Independence, Building a New Nation, the Rise of Sectionalism, and the Civil War. Each unit should include Michigan's role. The course should not be confined to a survey of historical events. Emphasis should be placed on student analysis of some of the persistent problems of American society which are rooted in a particular earlier period of the nation's history.

Social studies should lead to a deeper understanding by the students of themselves, others, and the situations into which people are put. Students should become knowledgeable and aware of the events which determine and/or change the values inherent in our American heritage. Students should understand the core democratic values and other values consistent with the principle of justice in a multicultural society. Students should also be aware of gaps between what people say their values are and what they actually do. They should be aware of individual and group responsibilities in narrowing gaps between ideal and actual values.

As students study history, they should be strengthening their skills in gathering, interpreting, analyzing, summarizing, synthesizing, evaluating, and presenting information. In particular, the development of reading, writing, speaking, listening, thinking, and study skills should be emphasized. Other skills, such as interpreting maps, charts, and graphs, should be continually developed and reinforced. Students should be able to detect historical trends, analyze historical movements and events, develop a sense of history, and make decisions based on thoughtful reflection.

Opportunities should be provided for students to participate in school and community projects related to their study. Furthermore, students should be encouraged to participate in group activities, engage in group decision making, and act upon group decisions.

PRACTICAL LAW (1 semester)

The purpose of a practical law course is to assist students in developing an understanding of the role and function of law in a democratic society. The course should provide an understanding of the law and the legal system which would be of use to students in their everyday lives.

Included among the units of study in this course might be: An Introduction to The Legal System, Criminal Law, Civil Law, Juvenile Justice, Consumer Law, and Family Law. While learning about the components of the legal system, students should begin to comprehend and demonstrate their understanding of concepts such as: justice, tolerance, fairness, authority, responsibility, diversity, and equity.

As the law affects us all and centers on important societal problems and controversies, during the practical law course students should deal with essential democratic values on a daily basis. The study of law should be the study of those values that are the foundation of the American democracy.

In the course, through the use of case studies, participation in mock trials and moot courts, role playing of law-related situations, and participation in group discussions of legal issues and controversies, students should be able to develop, refine, and practice basic skills such as: critical thinking and reasoning, communication, observation, analysis, and problem solving.

Students should have an opportunity to become actively involved in the study of the legal system through direct contact and exposure to the local legal institutions and law enforcement professionals.

CONSUMER ECONOMICS (1 semester)

The purpose of a consumer economics course should be to provide learning experiences for students which would enable them to participate as responsible and effective producers and consumers in an increasingly interdependent global society. This type of course should differ from a strictly consumer education course in that a large amount of attention should be given to related economics content. The course also should differ from an exacting economics course in that balanced attention would be given to both economics and consumer content and issues.

Learning activities should be provided which would enable students to acquire an understanding of the content, concepts, and issues of consumer education and the scope, structure, and selected concepts of economics. Suggested units of study could be: Introduction to Economics, Consumer Behavior, Money Management, Buying and Using Goods and Services, Citizen Participation, and Consumers and the United States Economy.

Instruction should include learning experiences which would allow students to develop and refine skills such as reading, writing, speaking, listening, thinking and decision-making in situations where the focus would be on consumer economics content and concepts.

It is recommended that the range and instructional emphasis in grades 10-12 should be:

UNITED STATES HISTORY AND MICHIGAN STUDIES:
RECONSTRUCTION - PRESENT

The purpose of study at this level should be to increase students' knowledge of historical events and ideas, develop historical insights, and sharpen their skills in processing and evaluating information. This study should deepen their understanding of the role and commitment of diverse groups in our society in developing and shaping core democratic values. This knowledge, the related values, and the analytical skills are necessary in understanding historical cause and effect and in making decisions and acting upon issues that confront students now and in the future.

The content should begin with the period of Reconstruction and continue to the present time. Sample unit titles might include the Western Frontier, Populist and Progressive Reform Movements, World Leadership, Normalcy and Depression, World War II, the Cold War, the Atomic Age, and Technology and Social Change. These units may be developed chronologically or placed in a new setting. The content should include, simultaneously and at appropriate times, the study of Michigan. For example, when discussing the late 1800's and early 1900's, the study should include the influx of diverse ethnic and cultural groups from rural areas and other regions in the United States and other countries to work on farms and in the mines, lumber camps, and factories in Michigan.

Students should become knowledgeable and aware of the events which determine and/or change the values inherent in our American heritage. Students should understand the core democratic values and other values consistent with the principle of justice in a multicultural society. Students should also be aware of the gap which exists in what people say their values are and what they actually do. They should be aware of individual and group responsibilities in narrowing that gap between the idealized and actualized values. Social studies should lead to a deeper understanding by the students of themselves and others.

As students study history, they should be strengthening their skills in gathering, analyzing, evaluating, synthesizing, and presenting information. Reading, writing, thinking, map and graphic skills, and analyzing media resources should be continually developed and reinforced. Students should be able to detect historical trends, analyze historical movements and events, develop a sense of history, and make decisions based on thoughtful reflection.

Opportunities should be provided for students to participate in community service projects related to their study. Furthermore, students should be encouraged to participate in group activities, engage in group decision making, and act upon group decisions.

CIVICS/GOVERNMENT (1 semester)

The major purposes of this course should be two-fold: development by students of a democratic philosophy of government and strengthening of their political competence.

This course should introduce students to the form and functions of the federal, state, and local governments in the United States. Examples of the type of concepts to be treated in this course include: Federalism, Branches of Government, Political Conflict, Lobbying, Due Process of Law, Civil Disobedience, Sovereignty, and Personal Liberties.

Students should examine the responsibilities of citizens in the American democracy and individual rights guaranteed by the United States Constitution. Students should be taught to consider viewpoints expressed by others and to develop and express their own reasoned positions. Controversial public issues should be emphasized. Both domestic and foreign policy issues should be raised for discussion.

Students should be taught the political knowledge and skills necessary to participate in political activities and to exert influence in public affairs. They should learn about the political roles of observer, advocate, organizer, and leader. Learning experiences should be provided which would enable students to develop skills in reading, writing, speaking, listening, thinking, using evidence and logic to evaluate factual claims, decision-making, working in groups, bargaining, managing conflicts, and accepting compromise.

Students should be encouraged to be actively involved in public affairs at all levels of government. For instance, they might communicate with policy makers by attending governmental meetings, writing to policy makers, or exchanging views with leaders who visit their school. Students might expand their social participation by visiting the local school board, the county seat, state capital, or Washington, D.C. Students might participate in political campaigns, student government, and "mock" elections.

GLOBAL/MODERN WORLD STUDIES (1 semester)

The purpose of study in this course should be to help students acquire an understanding of the concept of global interrelatedness and to develop an international perspective. Opportunities should be provided for students to examine problems and issues which are shared by all nations and strategies for dealing with these issues. The course should be designed to prepare students to think, feel, and act from a perspective that is global rather than personal, national, or regional.

This course should not be designed to be a world history course, but a survey of contemporary global issues. Units of study which might be included might focus on Human Rights, Peace and Conflict, Armaments, World Trade, Economic Development, Energy, Natural Resources, Conservation, Population, Food and Hunger, Religious Issues, and Technology. The subject matter should be learned by exploring how an issue is affected by and in turn affects the people from a variety of cultures and regions. The students should acquire an understanding of the values and priorities of the many cultures of the

world as well as an understanding of basic concepts and principles related to the world community.

This course should incorporate a basic knowledge of geographic features, concepts, and skills. Historical information should serve as a background for global issues. Students should develop problem-solving skills and learn to collect, analyze, and interpret information. Students should be involved in active, participatory, attempts to solve current social problems using these skills.

In particular, students that are college-bound should have an opportunity to choose from social studies offerings at the 12th grade level which focus on:

ANTHROPOLOGY

The purpose of this elective course should be to increase students' knowledge of anthropological studies and ideas, develop insights into how human beings behave in different cultures, and sharpen their skills in processing and evaluating information in the social sciences. This study should deepen their understanding of the role and commitment of diverse groups in our society and in our global community in developing and shaping value systems and life styles. This knowledge, the related values, and analytical skills is necessary to help students understand themselves and others in their society and in the global community.

The content of this course should include an analysis of culture. The students should become familiar with the research techniques used by anthropologists in analyzing cultures and investigating how cultures work. In studying the cultures of selected groups illustrating change, continuity and accumulation, resistance to change, and diffusion, the students should examine the historical heritage, the geographical environment, the institutions and values, the language, the socialization process, the social stratification system, technical knowledge, and art forms. Students should learn to understand that each group of people has its own set of solutions to the universal imperatives of human life -- biological and social needs. The selected groups studied might include a simple, isolated culture for an introductory study and model and terminate with a more highly complex cultural study.

Students should learn to understand that values are a part of the cultural heritage; in each culture the people believe in their own values, which have great meaning to those who participate in the culture. Students should be aware that they, as outsiders, often judge the values of others; however, they should learn to do so on the basis of general principles of justice rather than prejudice. Students should be able to raise questions in judging the values of any people without applying their own specific value judgments. The study of anthropology should lead to a deeper understanding of themselves and others.

As students study anthropology, they should be strengthening their skills in gathering, analyzing, evaluating, synthesizing, and presenting information. Reading, writing, thinking, map and graphic skills, and analyzing media resources should be continually developed and reinforced.

Students should learn to analyze the component parts of a culture and make decisions based on thoughtful reflection.

Opportunities should be provided for students to participate in community service projects related to their study. Furthermore, students should be encouraged to participate in group activities, engage in group decision-making, and act upon group decisions.

ECONOMICS

A knowledge of economics is important if students are to meet their responsibilities as citizens and as participants in a complex private enterprise economy. Both they and their communities will be better served if they are well informed and can think clearly and objectively about economic questions.

A course in economics should focus on the central economic problem of all societies: Wants are always greater than a society's ability to satisfy those wants using the scarce resources available. This basic problem requires that choices be made among alternatives, and this choice-making is never an easy process. Specific problems can range from voting on a school bond issue to making up one's mind about foreign aid, farm price supports, or labor-management relations.

In studying the functioning of an economic system and the relative merits of alternative economic choices, economics makes use of a set of analytical tools, and a body of theory with which to analyze the complexities of the real world. This tool kit should include an understanding of the nature of production, distribution, and consumption of goods and services; the modified market economy of the United States; economic growth and stability; income distribution; the United States and the world economy; and comparative economic systems. Finally, choices among alternative lines of action can be made only in the light of clearly stated goals. Thus, economic goals such as growth, stability, efficiency, security, and freedom need to be clearly identified.

Students should also gain an appreciation for the fact that they are responsible for contributing to society through business organizations and labor groups as producers and as consumers. To assist students in becoming informed decision makers, they should be developing such skills as analyzing issues, making rational decisions, interpreting economic data found in charts and graphs, and estimating future trends and outcomes.

ENVIRONMENTAL STUDIES

The purpose of this course should be to increase students' knowledge of the relationships between people and the natural environment. This includes: understanding relationships between the location of human activities and the natural environment, understanding the influence of the natural environment on human beings, understanding how societal actions and decisions affect the natural environment, recognizing the potential of various societies to use and abuse the natural environment, and understanding the effects of the worldwide limitations of non-renewable resources.

Learning activities should be provided which would enhance students' understanding of matters related to the environment such as: the effects of zoning and apportionment, how patterns of land use may lead to undesirable results, that the use of technology to shape or change the environment has positive and negative consequences, that industrialization may result in pollution of the environment, and that unplanned extraction of resources can result in irreplaceable depletion of resources and disturbance of the ecosystem. Various modes of instruction should be used to help students recognize the costs and benefits of alternative uses of the natural environment (e.g., efficient production of power v. possible damage to the natural environment; genetic work with plants and animals v. upsetting the ecological balance).

Within the context of focusing on the environment, students should participate in learning activities which would enable them to develop their reading, speaking, listening, writing, thinking, and decision-making skills. They should have opportunities to use techniques such as personal interviews, written essays, polls, and questionnaires. Focusing on the environment students should also enhance their skills in areas such as being able to collect, organize, apply, and critically evaluate information.

Instruction should be provided in this course which would encourage students to develop a commitment to participate in community and civic improvement which includes the environment.

ETHNIC STUDIES

The purpose of this secondary level elective course should be to provide instruction which would help students recognize that inherent in the United States Constitution is a respect for the intrinsic worth of each individual regardless of ethnicity, race, religion, sex, socioeconomic status, physical or mental condition, or age. (Taken from the Michigan State Board of Education's Position Statement on Multicultural Education, 1979). Instruction should be provided which would enable students to better understand that a common humanity underlies the differences which are characteristic of different ethnic, racial, and cultural groups.

Opportunities should be provided for students which would help them develop an understanding and appreciation of their own culture and heritage and the culture of those who belong to groups other than their own. This course should help students acquire a better sense of self, understand the totality of the experience of American ethnic groups, and develop the skills necessary for effective and positive interpersonal and interethnic group interactions (National Council for the Social Studies Curriculum Guidelines for Multiethnic Education, 1976).

Instruction in this course might focus on ethnic cultures such as: Native Americans, European Americans, Jewish Americans, Afro-Americans, Mexican Americans, Asian Americans, Pacific Basin/Rim Americans, Puerto Rican Americans, and Cuban Americans. Students should participate in learning activities which would help them acquire accurate and positive information about various ethnic cultures which make up the American society, develop an understanding of the concept of cultural pluralism, and recognize similarities and differences across cultural/ethnic lines.

Within the context of ethnic studies content students should be strengthening their skills in: acquiring, organizing, applying, and critically evaluating information; reading, writing, speaking, listening, and thinking. They should also learn to understand that values, attitudes, and beliefs are determined in large part by the cultural groups to which people belong.

Opportunities should be provided for students to participate in community service projects which extend across ethnic/cultural boundaries.

GEOGRAPHY (WORLD)

The purpose of a world geography course should be to increase students' knowledge of the relationship between humans and the natural environments of the earth. The course should be a blend of physical and cultural geography and be organized by discrete regions of the earth. As a result of this course, students should come to view the earth as a system.

Students should expand their understanding of geographic concepts. A study of geography should begin with knowing where things are located on a map. It should also require a knowledge of why things are located in particular places and how those places influence our lives. To provide a framework for this study the following geographic themes might be addressed: location, place, human-environment interaction, movement, and region. By using these themes as a basis for understanding geographic information, students should gain a better appreciation of cultural and environmental differences around the world. Furthermore, students should study the location, climate, and topography of each major region of the world. Cultural and physical features of selected countries from each region should be considered. In addition, students should expand upon their understanding of global interdependence. Students should improve their geography skills in this course. These include the ability to acquire, organize, and interpret geographic data. They should practice interpreting and constructing various types of maps, charts, tables, and graphs. Students should also improve their ability to use maps, globes, and atlases. Furthermore, they should learn to express reasoned positions on regional and global issues.

Students should apply democratic values in their consideration of regional and global issues. These should be issues which stem from problems that cannot be solved by any country alone (e.g., world trade, human rights, food and energy distribution, population growth, environmental quality, armed conflict, arms control, and international communications). In addition, students should broaden their appreciation of cultural diversity and consider the value of cultural pluralism.

Students should come to understand that geographically literate people have a rich and exciting view of the world, its human diversity and physical stability, and are anxious to learn about places, both nearby and distant, and reflect upon the interdependencies which characterize the world in which they live. Specifically, students should be exposed to foreign exchange students, people who have visited the countries being studied, and ethnic group members. Classrooms should promote social participation by providing opportunities for students to gather information through observing, interviewing, and conducting surveys.

HISTORY (WORLD)

The purpose of study in a world history course should be to increase students' knowledge of significant historical trends, events, and ideas; and help them develop historical insights and sharpen their skills in processing and evaluating information as they study the story of people within a global perspective. This knowledge, the related values, and skills development is necessary if they are to understand historical cause and effect in making decisions in an interdependent global society.

Since the study should consider all aspects of human activity in a fair and balanced presentation, the interdisciplinary approach should be used in examining the role of people in shaping past and current world events. Students should realize that there is a lack of complete records of past events and that what information is available may be accurate, but again, it may be distorted, exaggerated, and/or biased. The content selected should be significant, fulfill the needs and interests of students today, help students understand contemporary problems, and acquaint students with human experiences from both the western and non-western world. Sample unit titles might include The Ancient, the Classical, and the Renaissance Civilizations; The Rise of Christendom, Buddhism, and Islam; The Worlds of Africa, The Americas, and Asia; The Development of Nations; The Age of Exploration; Revolutionary Changes; Nationalism and Imperialism; and The Modern World.

Students should become knowledgeable and aware of events which determine and/or change the values inherent in our society and in our global community. The study of people should help students develop positive attitudes toward the study of history and education in general. Students should have opportunities to view the world of the past and present through the eyes of other peoples; that is, they should be encouraged to demonstrate empathy and sensitivity for different points of view and different life styles. Also, students should show concern for the human rights of all peoples and develop an understanding about how the past of all people is important in understanding ourselves and our contemporary world and in planning for the future.

As students study the human experience, they should be strengthening their skills in gathering, analyzing and evaluating, synthesizing, and presenting information. Reading, writing, thinking, map and graphic skills, and analyzing media resources should be continually developed and reinforced. Students should be able to detect historical trends, analyze historical movements and events, and develop a sense of history, space, and time. They should develop inquiry skills which focus on making warranted generalizations via logical inferences drawn from available evidence.

Opportunities should be provided for students to participate in community service projects related to their study of the human experience. Community resources should be used whenever appropriate and available. Furthermore, students should be encouraged to participate in group activities such as mock elections, United Nations meetings, and legislative meetings; engage in group decision making; and act upon group decisions.

HUMANITIES

In the broadest sense of the term, the humanities should be dedicated to the disciplined development of verbal, perceptual, and imaginative skills needed to understand the human experience at all times and in all places. Humanities courses should be offered as an extension of the continuum of the social science curriculum. The following paragraphs reflect broadly the content of such courses.

The fields of study included within the humanities are history, philosophy, literature, languages, archaeology, ethics, the arts, architecture, the history and comparison of religions and of the law, and the human and social aspects of science and technology.

In addition to the study of the classics or "great works" drawn from the Western (and American) cultural tradition, the humanities should also devote attention to non-Western cultural traditions, and American racial and ethnic groups and their cultural contributions.

With regard to the range of modes of expression to be studied, in the past the humanities devoted attention to written expression and standard works of art. Today the humanities embrace oral history, literature, and biography, as well as film, television, computers, and various forms of "pop" art.

An introductory course in the humanities should not yield geometric proofs or quantifiable gains since it should be primarily concerned with the development of such crucial skills as language, dialogue, reflection, imagination, and metaphor. Although these skills should not promote the acquisition of facts per se, the presentation of factual material would be crucial since an understanding of the world's cultural traditions could not be understood without it.

Emphasis should also be placed on the relationship of the humanities to government, business, science, and technology. The application of humanities values and insights would significantly enhance the prospects for the successful conduct of most aspects of public and private enterprise. A course in the humanities should impart to the students the concept that humanities attitudes and values help to shape and guide the way in which technical and business oriented persons do their work.

An elective course offering in the humanities should stress the need to tie together knowledge of the humanities with science and technology if the latter are to remain creative and human, just as the humanities should be informed by science and technology if they are to remain relevant to the human condition.

The essence of the humanities is a spirit or an attitude toward humanity designed to help students realize that they are products of their own culture and also are bound to all humankind across time and throughout the world. An introductory course in the humanities should provide alternative visions of the future. The humanities should be an indispensable part of a social science program since they aim at producing citizens eager and equipped to search for humane solutions to perennial and unprecedented problems.

LEADERSHIP SEMINAR

The purpose of a Leadership Seminar should be to provide the school with efficient student leadership which would be more meaningful to the students, teachers, and administrators. The course of study should give elected student officials and students at large an opportunity to participate in student activities in a manner that does not interfere with other classes. This should improve communication among the elected student officials, the student body, and student organizations.

Students should receive instruction in both the practical and theoretical aspects of personnel management. They should participate in experiences in the operation of government and politics which would help prepare them for adult citizenship responsibilities. Student leaders should assume responsibilities for which they have been elected. The course ought to provide the skills and techniques which would insure and encourage student involvement thus promoting social participation in the fullest sense of the word. Students might identify and recommend solutions to problems within the school and community. The course should help students identify their strengths and weaknesses, and to utilize their leadership potential in actually solving school and community challenges.

Students might begin the course actively using parliamentary procedures in conducting their meetings. Robert's Rules of Order should permeate activities such as: conducting a meeting, leading a discussion, writing minutes, writing an agenda, forming a committee, being a committee chairperson, tabling motions, and handling arguments.

Via class meetings and role playing students could use problem-solving techniques such as: brainstorming; developing, implementing, and evaluating a plan of action; and serving on committees.

Human relations skills via group dynamics and activities such as Dale Carnegie Inner Change Workshops might help students develop self confidence which would contribute to their success as leaders.

The videotaping of public speaking which includes impromptu, informative, persuasive, and propaganda type speeches should be an integral part of the course.

Using equipment such as overhead projectors, tape recorders, opaque projectors, slide projectors, and videotape recorders, students could produce multi-media presentations for students, faculty, and the community.

Students might visit other schools and community organizations and serve as speakers to convince and/or help resolve issues of mutual concern such as millage proposals, vandalism, and alcohol and drug use.

In speaking as leaders in front of various student and community groups students could demonstrate their concern with others' rights and well-being. By developing a positive self-concept students could enhance their ability to speak before groups that include several classes at one time. By trying to resolve various student body and community issues students might develop an understanding of their own values as well as those of others that are worth emulating. Students should recognize the behaviors that hurt others.

Via the use of public speaking and allowing others to present their point of view, students should learn to respect and support the roles and function of democracy. This commitment would allow them to participate in society both as individuals and as members of groups.

In a Leadership Seminar course, skill development should be an integral part of the instruction. Leadership skills such as: conducting meetings, using parliamentary procedures, preparing agendas, recording minutes effectively, and maintaining order in meetings are a must. Because of their commitments to an issue students should be forced to: make decisions by analyzing problems, identifying possible alternative courses of action, projecting long-term consequences, developing strategies to carry out their decisions in their various meetings, and reevaluating and reformulating the process if their goals are not met.

Via their meetings with other school and community organizations, students should: present their own ideas, listen and respond appropriately when discussing their recommendations relative to the issues, recognize the various different values, beliefs, and ideas within the groups, and encourage others to express themselves. In trying to resolve issues students should work with others to garner support such as: working with parents within the community to gain support for a millage election, working with other schools to form chapters of SADD and/or MADD, or meeting with the board of education to make standardized changes for the benefit of all schools involved.

POLITICAL SCIENCE

The purpose of study in a high school level elective political science course should be to help students acquire an introductory understanding of the scope and structure of political science. This study should deepen their understanding of the role of government, the structure and function of various types of government, the political process, and the development of ideas in regard to due process, human rights, and civil rights.

Learning activities should be provided which would enable students to acquire knowledge and understanding in regard to: theories of government and law; a variety of political, legal, and economic systems; how individuals and groups are socialized politically; the functioning of both formal and informal political groups and governmental and legal institutions; the "is" and the "ought to be" of government and political processes and how the two can be reconciled; political decision making in various societies; the limits in decision-making powers of a government; influences on governmental decision making; voter behavior; the role of political parties; nomination (selection) procedures; and how public officials can be removed from office.

In this high school level political science course, learning activities that are rich and varied enough to appeal to many sorts of students should be provided. Opportunities should be made available for students to take part in excursions and field trips which would provide them with opportunities to directly observe a court of law or governmental body or agency in action.

Within the context of political science content, students should be able to develop, refine, and practice skills such as: reading, writing, speaking, listening, thinking, and decision making. Instruction should include use of role playing, simulations, conducting surveys and interviews, and the preparation of various types of reports.

Instruction in this course should be designed to help students recognize that individual civic action is important and to encourage them to participate in government and community service.

PSYCHOLOGY

An introductory high school level elective psychology course should focus on the study of individual behavior and the human mental processes. Consideration should be given to both the cognitive aspects of the mind or how humans think about the world around them and the affective aspects of how humans feel about their experiences.

The content of the course should center on how individuals perceive, learn, are motivated, and relate to each. Learning activities should be provided for students which would enable them to acquire an initial understanding of the scope and structure of psychology; why and how psychologists search for knowledge, the methods and techniques they use, some of the problems they encounter; and an understanding that an essential element in the process of discovery is theory.

A variety of instructional modes, materials, and teaching techniques should be used to enhance the learning of students and their desire to learn. A list of concepts and topics from which selections for instruction might be made includes: Human Development, Biological Influences of Behavior, Heredity and Environment, Motivation and Emotions, Learning and Remembering, Thinking and Intelligence, Personality, and Personality Disturbances. This list includes topics appropriate for a full-year course. School districts offering one-semester courses should select concepts and topics appropriate for their stated objectives and the more limited time-frame.

Within the context of psychology content, students should be provided with opportunities to develop, refine, and practice skills such as: reading, writing, speaking, listening, thinking, and decision making. Instruction should include use of role playing, simulation, research projects, and the preparation of reports. Students should have opportunities for demonstrating skills necessary to use information--skills such as those needed for the purpose of organizing, applying, and critically evaluating information.

SOCIAL PROBLEMS

The purpose of a social problems course should be to provide learning experiences for students which would focus on the realities and problems of modern society rather than content and topics addressed in traditional discipline-oriented courses. It should represent an attempt to satisfy the need for an interdisciplinary and social-problem-focused course.

Selected social problems serve as the framework for instruction rather than the social science disciplines and history. Contemporary national and global

problems such as War, Poverty Amidst Affluence, Crime, Racial Conflict, Unemployment, Political Oppression, Environmental Pollution, Disease, and Hunger serve as the main topics of study. In the process of trying to acquire an understanding of the nature, causes, and consequences of current social problems, students should make use of knowledge from various social sciences and other disciplines. This study should deepen their understanding of knowledge from the various social sciences.

In this course as students attempt to acquire an understanding of selected social problems, they should be provided with opportunities to develop skill proficiency in reading, writing, speaking, listening, thinking, and decision making. They should improve in their ability to acquire, organize, apply, and critically evaluate information.

Students should be encouraged to develop a commitment to participate in government, community service, and civic improvement to reduce and, where possible, contribute to the elimination of persistent social problems.

SOCIOLOGY

This course should introduce students to selected concepts of sociology.

The study of concepts could be divided into three parts. An initial unit might focus on the individual, the socialization process, and concepts related to socialization -- self, norms, roles, and culture. A second unit could center on concepts used to analyze aspects of the social organization of society -- groups, categories, aggregations, social differentiation, and institutions such as the family and religion. A final unit could address concepts related to social change, social disorganization, and social deviation.

Learning activities should be provided which would enable students to acquire an understanding of the structure and scope of sociology, some of the social problems which exist in our society that are of particular interest to sociologists; and the nature of values from a sociological point of view.

Within the context of sociology content, students should be able to develop, refine, and practice skills such as: reading, writing, speaking, listening, thinking, and decision-making. Instruction should include use of role playing, simulations, conducting surveys, and the preparation of reports.

URBAN STUDIES

The purpose of this elective course should be to increase students' knowledge of urban development in the United States and other areas of the world.

The students should develop an understanding of the causes and consequences of urbanization and take part in learning activities wherein they can compare and contrast the differences and similarities among various types of communities, i.e., urban, suburban, exurban, and rural. The students should come to understand occurrences in regard to urbanization such as: settlement patterns, population growth and shifts; involvement of various levels of governments; and problems associated with urban development such as isolation, density, pollution, political fragmentation, housing, transportation, alienation, crime, health care, and poverty.

Various types of learning activities might be utilized to help students strengthen their understanding of the process of urbanization. Small group projects which make use of case studies and allow students to be actively involved in the learning process should be utilized.

Within the framework of learning about urbanization, students should be provided with opportunities to develop skills such as: reading, writing, listening, speaking, thinking, and decision making. They should also be able to demonstrate skills necessary to acquire, organize, apply, and critically evaluate information.

WOMEN'S STUDIES

This elective course should provide secondary students with information on women in American history and current issues relating to women and sex roles in general. It should examine the roles women had and were expected to have and what occurred when women deviated from traditional roles. Political, legal, religious, and health issues as they concern women historically and currently should be considered.

A multicultural teaching approach which utilizes a variety of learning activities including lectures, discussions, simulations, role playing, case studies, and the use of guest speakers and primary source materials could be followed. Topics or units of study might center on selections such as: Women in Early American History, Women's Suffrage--John Adams' Letter; The Legal Status of Women in the 19th Century: Everything She Has Is His; Women's Suffrage; Women in the Depression: 1930's; The Role of Women in Modern Society; and Women in the Labor Movement.

Within the context of studying about the role and contributions of women in our society, students should strengthen their skills in reading, writing, speaking, listening, thinking, and decision-making. They should also have opportunities to develop their skills in gathering, analyzing, evaluating, synthesizing, and presenting information.

As a result of their study students should recognize and appreciate the contributions made by women in our society.

STEP SEVEN:
SOCIAL STUDIES CURRICULUM GUIDE DEVELOPMENT

Once district philosophy, goals, objectives, range, and instructional emphasis have been established it is time to select or to write curriculum guides. Curriculum guides may be purchased commercially. However, it is important to remember that curriculum guides are worthwhile only to the degree that those expected to use them do in fact use them.

A Curriculum Guide:

1. Suggests how a given subject or area of study may be taught.
2. Is specific in nature. The guide contains suggestions as to instructional aids, materials, learning experiences, and teaching methods.
3. Is revised, altered, or amended as necessary at the discretion of school personnel.

Curriculum guides are important because if properly written and acted upon they assure implementation of goals and objectives.

A Curriculum Guide should include:

1. Grade/Course Title
2. Table of Contents
3. Introduction/How to Use
4. District Social Studies Program Philosophy
5. District Social Studies Range and Instructional emphasis
6. Grade/Course Range Statement
7. Listing of Social studies goals, Objectives, and Grade/Level/Course Responsibilities (e.g., Introduce/Develop/ Reinforce).
8. Units of Study should include:
   Title of Unit
   Introduction to Unit
   Listing of Goals and Objectives Addressed in Unit
   Suggested Learning Activities
   Vocabulary (optional)

Curriculum guides should be updated approximately every five years in order to remain current in terms of new innovations and areas of emphasis.

STEP EIGHT:
SELECTION, DEVELOPMENT, AND EVALUATION OF SOCIAL STUDIES TEXTBOOKS AND SUPPLEMENTAL INSTRUCTIONAL MATERIALS

Appropriate decisions regarding the selection of instructional materials are most likely to occur if a permanent standing instructional selection committee is established, ad hoc committees are used as needed, appropriate types and amounts of training are provided for committee members, and realistic and functional selection and evaluation policies and procedures are followed. Further, effective use of instructional materials will occur if:

1. the textbook committee develops a criteria focusing on a philosophical basis which is constistent with social studies goals and basic American democratic values emphasizing the worth and dignity of humankind, the cultural diversity of our planet earth, and the just, fair, and balanced treatment of all cultural groups.

2. the textbook committee includes the active involvement of

   A. teachers (Every teacher should be acquainted with textbook evaluative skills and a greater number of teachers should be involved actively at some time or another on the committee),

   B. students,

   C. administrators,

   D. curriculum development, learning theory, and subject matter specialists, and

   E. community members.

3. textbook evaluation and selection committees meet regularly to study curriculum, textbooks, and other instructional materials even when the budget does not allow for new or revised selections.

4. the textbook committee is provided with the following resources:

   A. school's philosophy,

   B. the school's social studies course of study,

   C. profile of students and academic background of teachers,

   D. sociological information about community, and

   E. assessment of student needs, interests, and abilities

5. the textbook committee provides for regular communication of its findings and recommendations to the remainder of the faculty and staff.

The purpose of evaluating textbooks is to provide information to the publishers, writers, and educators that might lead to improvement in social studies textbooks. Most importantly, involving teachers, as many as possible, in the process will lead to improvements in the social studies curriculum and more effective teaching/learning at the classroom level.

STEP NINE:
PROGRAM IMPLEMENTATION AND STAFF DEVELOPMENT

Once the course of study has been revised it is essential that well organized inservice education activities are designed to provide for the implementation of the course of study. Adequate time and resources should be made available for teachers, curriculum specialists, and administrators to participate in staff development activities which will lead to the improvement of instruction in social studies classrooms.

STEP TEN:
PROGRAM EVALUATION AND ASSESSMENT OF STUDENT ACHIEVEMENT PROCEDURES

REQUIREMENT An evaluation process should be required as a part of the graded course of study. Specifically, there should be provisions for measuring the outcomes of instruction in relation to established goals and objectives.

DEFINITION Evaluation has been defined as a continuous process of determining or judging the value or amount of something by careful appraisal. From the perspective of this graded course of study, and through the guidelines which follow, this process should include the basic considerations of assessing both Program and Student.

PROGRAM Program assessment should be a mutual, cooperative procedure which involves all local district personnel in:

- conducting item analyses of standardized test results to determine broad areas of strength and/or weakness in the program.
- determining procedures for evaluating existing educational programs in terms of the graded course of study goals and objectives.
- initiating procedures for the review/revision provisions of the graded course of study.
- evaluating teachers' lesson plans to ensure that they reflect implementation of program goals and objectives.
- conducting end of the year assessment of the graded course of study, using feedback to determine minor revisions.

STUDENT A variety of issues and considerations should be involved in the all-important process of student evaluation, beginning with observations about the evaluation process itself:

- evaluation should include a needs assessment procedure to establish a starting point from which a student is measured.
- evaluation should recognize the learning potential of students.
- evaluation should be positive and always used to help the student in the learning process.

TEACHER Assessment by the teacher should consider:

- achievement tests and interest inventories.

- item analyses.
- class range of scores.
- class median scores.
- skills learned.
- students' ability to apply skills.
- level of each student's interest toward learning.
- appropriate individual diagnostic techniques.

PROCEDURES A policy should be established by each local district for both formative and summative evaluation. Formative refers to the data collection procedures and evaluation judgments made during instruction, the primary use of the information being to improve instruction. Summative refers to the data collection and evaluation judgments made after instruction, the primary questions being: "Has the student learned?" and "Has the teacher taught?" Items which should be considered are:

- purposes of evaluation in each situation (evaluation vs. testing; achievement vs. effort).
- types of evaluations that can be used (observation, standardized tests, teacher-made tests).
- frequency with which students are tested (once a week/month/semester or more frequently).
- components which should be included in the determination of a final grade (quizzes, final examination, oral presentation, laboratory reports, independent projects/reports, classroom behavior, study habits).
- extent to which there should be student self-evaluation.
- types of tests that should be used (multiple choice, true/false, matching, essay, multifaceted questions, reports).

Polices developed by each local district should include:

- considerations for promotion, retention, and intervention.
- a means of communicating policies to teachers, parents, and the community.

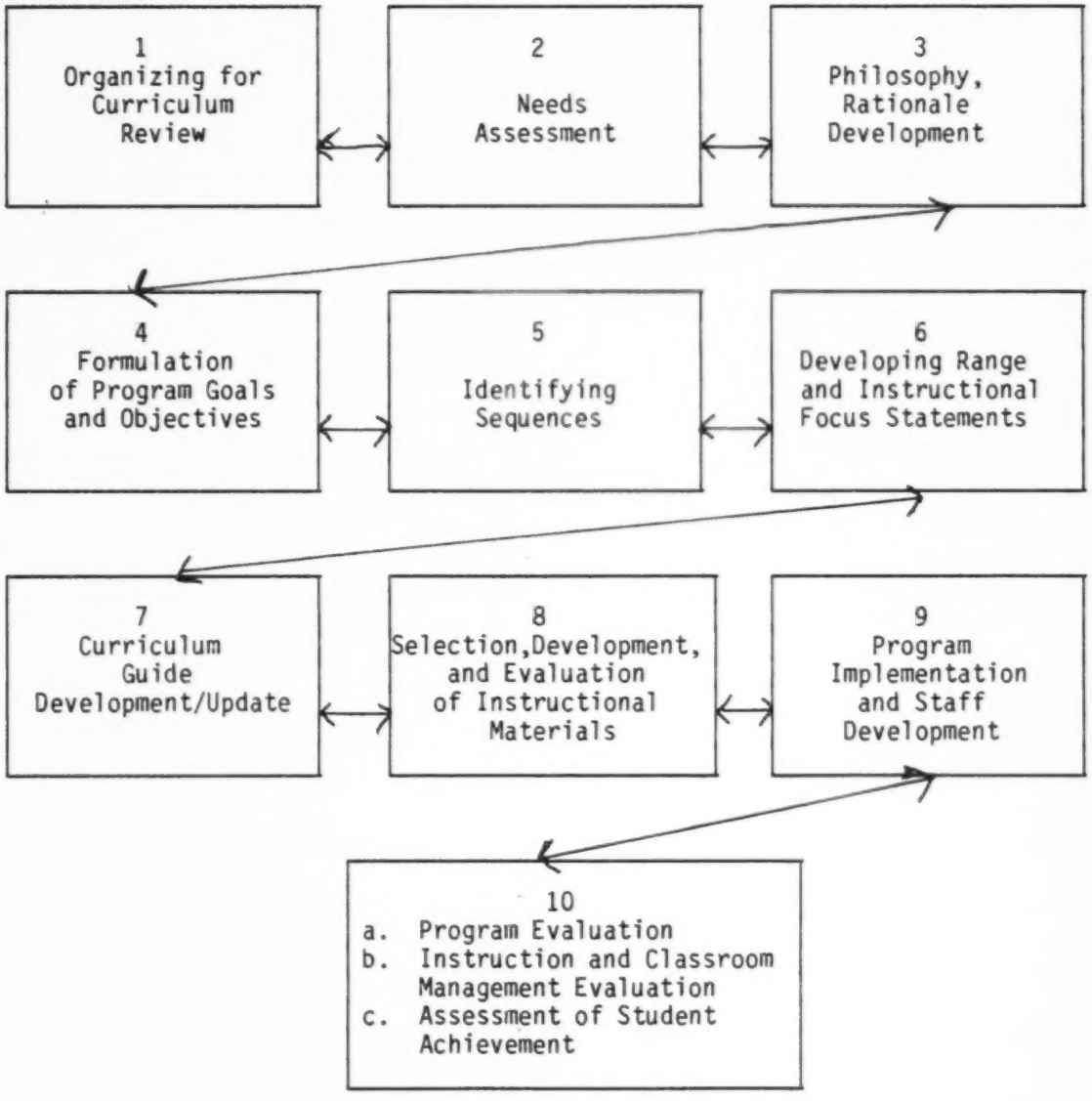
INDEX OF APPENDICES

Appendix A	A Model for Social Studies Curriculum Program Review
Appendix B	Suggested Implementation Procedures and Schedule
Appendix C	Course of Study Defined
Appendix D	Program Evaluation Procedures
Appendix E	Model Social Studies Program Philosophy Statement
Appendix F	A Suggested Policy on Controversial Issues

APPENDIX A

A MODEL FOR SOCIAL STUDIES CURRICULUM

PROGRAM REVIEW



Davis, James E. and Holey, Frances, Editors, Planning a Social Studies Program: Activities, Guidelines and Resources. Social Science Education Consortium, Inc. Boulder, Colorado, 1977. pp. 3-6.

APPENDIX B

SUGGESTED IMPLEMENTATION PROCEDURES AND SCHEDULE

Completion Date

1. Select social studies curriculum committee

   Establish a social studies curriculum committee with representatives from each of these areas:

   Administration (principal, assistant superintendent, curriculum coordinator)

   Social studies teachers K-12 (all buildings and all grade levels represented)

   Outside consultant (intermediate school district, college/university, state education agency)

   District reading consultant

   Others (counselors, parents, minority representation, community members, students, and former students) _____

2. Select Chairperson

   It is important to select an individual who works with and directs others well. It is also important to select a person who will see the entire process through in order to lend continuity to the program _____

3. Schedule time and budget finances for curriculum work

   Schedule time and finances during the school year and, where feasible, in the summer for curriculum planning, development, implementation, and evaluation _____

4. Discuss current problems and trends in social studies education

   Arrangements should be made for a knowledgeable consultant to speak with the committee concerning contemporary trends and problems in social studies education _____

5. Review and/or develop/revise the philosophy and goals for social studies _____

6. Review Michigan Code and State Board of Education Recommendations in regard to philosophy and goals. The committee may decide to adopt or adapt some or all of the recommendations _____

7. Assess the district's current objectives: Review and discuss what is supposed to be occurring and what is actually occurring in classrooms in regard to objectives _____

8. Decide on level of revision required and whether or not either state recommended objectives or objectives from other sources will be obtained and adapted or adopted

   If numerous inconsistencies are identified in the program, the social studies curriculum committee should recommend a major revision. If only isolated inconsistencies are identified, the committee may choose to do a limited revision. Individual teachers should be encouraged to improve areas of weakness specific to their grade level or course _____

9. Decide on range and instructional emphasis of program (scope and sequence) _____

10. Develop or purchase curriculum guides _____

11. Match curriculum needs with available curriculum materials _____

12. Present to entire social studies staff instructional material being considered _____

13. Review/evaluate materials under consideration _____

14. Visit other schools

    The social studies curriculum committee should be encouraged to visit schools of similar size and types of students which are currently utilizing materials being considered for adoption _____

15. Pilot possible instructional materials/textbooks

    The social studies curriculum committee should pilot social studies materials from one or more of the companies whose materials are being considered for adoption in one or two classes prior to district adoption _____

16. Notify administration

    The social studies curriculum committee should inform appropriate administrators and/or school board members of the assessment results, review with appropriate administrators and others selection and evaluation procedures which have been followed and materials being recommended _____

17. Teacher inservice education activities which focus on how to use new materials _____

18. Review/evaluate new curriculum _____

19. Plan schedule for implementation _____

20. Plan staff development strategies _____

21. Assess student achievement _____

22. Assess classroom management _____

23. Arrange for regular curriculum review

    Decide among committee members how curriculum review will be continued. Develop a schedule and conduct a second cycle review.

APPENDIX C

SOCIAL STUDIES COURSE OF STUDY

What Is a Course of Study

The course of study is both the official statement of what will be taught in a district and a form of communication. As the official statement of what will be taught, it represents an educational commitment on the part of school personnel involved in its development and implementation and the board of education which approves it. As a form of communication, it tells school personnel clearly and concisely what is to be taught in a given subject or area of study for a particular grade or combination of grades. It also conveys to all interested persons an accurate description of what is currently being taught.

The course of study is primarily a working document that gives both structure and direction to the educational program. The philosophy of the subject area, as stated in the course of study, should be consistent with the stated philosophy of the school and school district. Goals and objectives should be those which permit accurate assessment of the extent to which objectives are met.

Although educators often use the terms interchangeably, a graded course of study is not a curriculum guide. The course of study and the curriculum guide have separate functions.

Course of Study

1. Prescribes what is to be taught in a given subject or area of study.
2. Is general in nature. Broadly defines the educational program in terms of philosophy, goals, and objectives.
3. Can be changed only by action of the board of education.

Developing the Graded Course of Study

Courses of study should include these components:

1. Statement of Approval by the local Board of Education
2. Table of Contents
3. Introduction
4. Program Philosophy
5. Program Goals
6. Scope and Sequence
7. Evaluation Policies

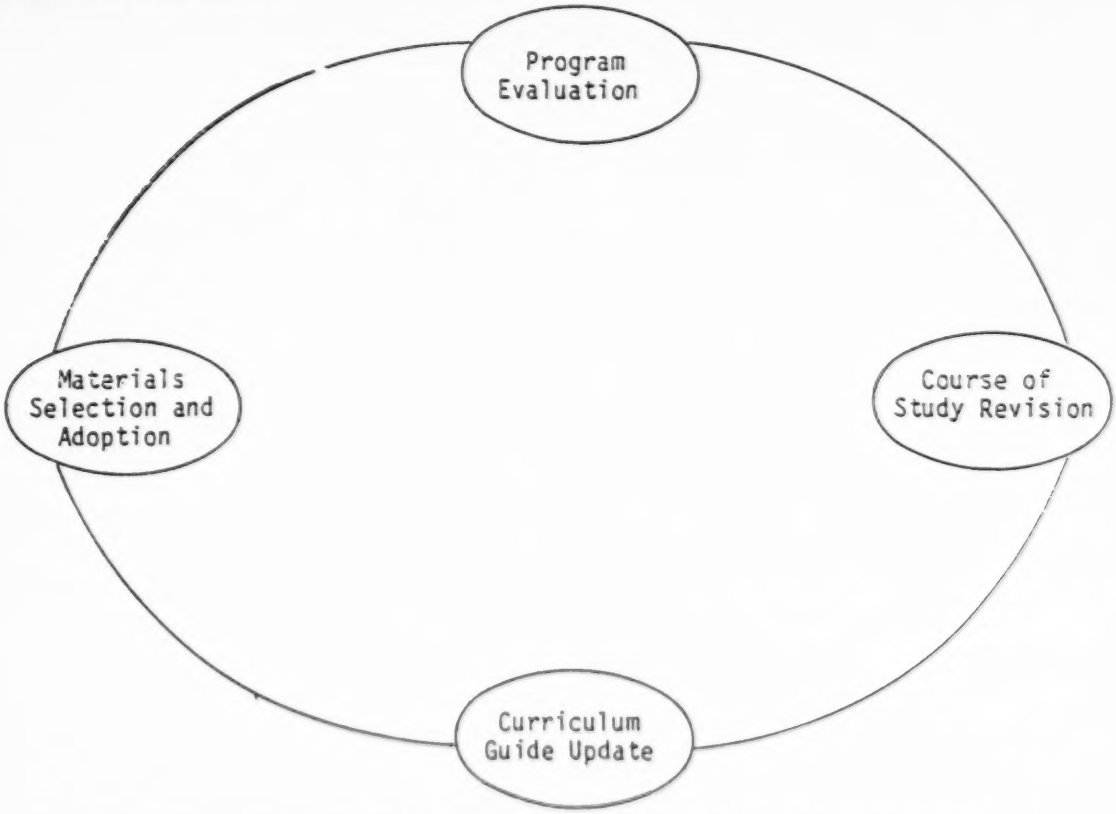
The introduction to the course of study should state (1) the function of the document, (2) the school system it will serve and (3) how it is to be used by teachers, administrators, and boards of education.

APPENDIX D

PROGRAM EVALUATION PROCEDURES

Program evaluation should be a periodic activity for a school district. It involves establishing a set of desired conditions or outcomes for a curricular area, gathering data indicative of the degree to which those outcomes are being attained, measuring the variance between the two sets of information, and determining priorities based on the new information.

A program evaluation should be correlated with activities such as course of study revision, curriculum guide update, and materials selection. Ideally, program evaluation should precede these activities. Eventually, these four activities should occur on a cyclical basis (every 5-6 years) as suggested in the diagram below:



In this sense, program evaluation involves more than the measurement of student attainment of goals and objectives. Student attainment of goals and objectives is just one part of the whole. Program evaluation should also determine which instructional elements, curriculum components, learning settings and program activities have the greatest positive effect on learning.

In conducting program evaluations several questions need to be addressed:

1. Does the existing course of study have goals and objectives? If so, are they appropriate and current?

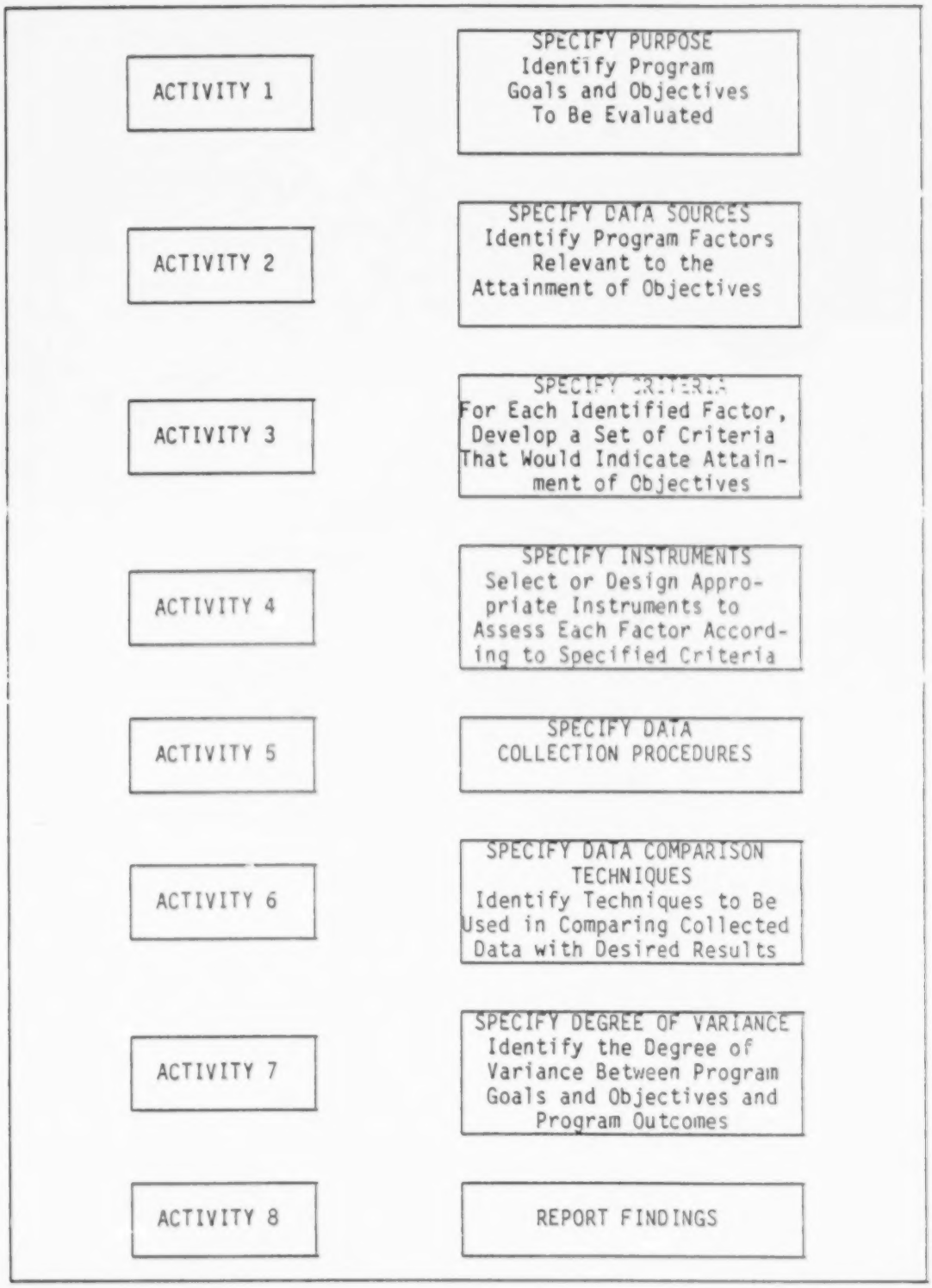
2. Are these goals and objectives stated in such a way that they may be evaluated?

3. What factors are related to the attainment of the goals and objectives?

4. Are the present goals and objectives based on:
   - individual learners and how they learn?
   - society and its needs?
   - organized knowledge?

Once the commitment has been made by school personnel to conduct a program evaluation an action plan should be developed. The evaluation process as suggested here consists of eight major activities. Their logical progression in the program evaluation process is outlined in the model on the following page. Activities may be changed as required to meet the needs of the individual school district.

PROGRAM EVALUATION PROCESS MODEL


ACTIVITY 1
SPECIFY PURPOSE
Identify Program Goals and Objectives To Be Evaluated
ACTIVITY 2
SPECIFY DATA SOURCES
Identify Program Factors Relevant to the Attainment of Objectives
ACTIVITY 3
SPECIFY CRITERIA
For Each Identified Factor, Develop a Set of Criteria That Would Indicate Attainment of Objectives
ACTIVITY 4
SPECIFY INSTRUMENTS
Select or Design Appropriate Instruments to Assess Each Factor According to Specified Criteria
ACTIVITY 5
SPECIFY DATA COLLECTION PROCEDURES
ACTIVITY 6
SPECIFY DATA COMPARISON TECHNIQUES
Identify Techniques to Be Used in Comparing Collected Data with Desired Results
ACTIVITY 7
SPECIFY DEGREE OF VARIANCE
Identify the Degree of Variance Between Program Goals and Objectives and Program Outcomes
ACTIVITY 8
REPORT FINDINGS

APPENDIX E

A MODEL PHILOSOPHY STATEMENT

WEST BLOOMFIELD SCHOOLS
STATEMENT OF PHILOSOPHY*

FOCUS OF SOCIAL STUDIES EDUCATION

The major concern of social studies education is people. Social studies is the study of the interdependence of human relationships. It focuses on people interacting with each other and their environment -- past, present, and future.

PURPOSE OF SOCIAL STUDIES EDUCATION

The major purpose of social studies education is preparing young people to assume active roles in democratic citizenship. Citizens have the responsibility of identifying, understanding, and working toward solving problems which confront our nation and our world. Good citizens are humane and rational decision-makers who constantly aim to promote just relations among people and institutions in a diverse society and an interdependent world.

APPROACHES TO SOCIAL STUDIES EDUCATION

The social studies is inquiry-oriented and interdisciplinary. It draws its content primarily from history, the social and behavioral sciences, and, in some respects, from the humanities, arts, and natural sciences. It is taught conceptually in ways that reflect an awareness of personal, social, and cultural experiences of the learners. Furthermore, it is taught in ways that reflect an understanding and sensitivity of the growth and development of our students. Consequently, the K-12 social studies curriculum of the West Bloomfield School District shall provide each student with the opportunity to learn significant knowledge about people, the abilities and skills, and the beliefs and values that are needed for competent participation in democratic life.

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APPENDIX F

A SUGGESTED POLICY ON CONTROVERSIAL ISSUES*

Parents, administrators, and teachers should be aware of the fact that it may be treasonable to advocate some things but may be DISASTROUS to our nation if we fail to teach about them and thus alert our youth to their dangers.

Social studies by its very nature contains many areas involving differences of opinion. The voicing and resolution of such differences are essential functions of our democratic society. Avoidance of such areas and issues would weaken the preparation our youth receive for their participation as competent citizens.

All students should have the right, under competent guidance and instruction and in an atmosphere free from bias or prejudice, to study any question, issue, or problem which is relevant in their lives, is vital to the continuation of our society, and is appropriate to their maturity levels.

Administrators, teachers, parents, and students should realize that it is the right of all persons to express an opinion on issues but should insist that such opinions be identified as such and subject to challenge. It should be recognized that in their role, teachers need not be neutral, but must be fair. Teachers should be aware of their role as guides, not indoctrinators, and should help their students gain clear perspectives of controversial issues through the processes of sound thinking applied to the researching and processing of valid information which leads to wise decisions relative to such issues.

Only by the guaranteeing of each individual's freedom to make personal decisions can we protect the rights of pupils, teachers, and the patrons of our schools. The failure to guarantee such freedom will undermine the competence of our citizenry in carrying out the essential task of decision making in our society. Such failures provide rich seedbeds for the insidious doctrines of totalitarian movements. Our democracy can only be made strong as we are made aware of our strengths and our weaknesses.

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